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ABSTRACT

A catalog of instructional television courses was compiled by the Agency for Instructional Television, a nonprofit American-Canadian organization established to develop cooperative program projects and to distribute television and related print materials for use as major learning resources. Over 100 television courses are included for primary through postsecondary levels and for inservice teacher training. The courses are indexed by subject matter and grade level. A full-page description of each program includes a sample illustration, a short summary of the content and intent of the series, the price, the producer's name, plus a listing and description of each of the program reels. Course material in art, career development, communications, early childhood, foreign language, health and physical education, language arts, mathematics, music, safety, and science are listed for primary through senior high school levels. Postsecondary materials include television programs in communications, economics, foreign language, government, history, literature and composition, psychology, and sociology. Teacher training series concern communications, health, math, and special education. Some of the courses are available on both videocassette and film. Many of the programs have accompanying teacher guides. (KB)

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1977 Television

A Catalog of Instructional Courses and Related Material.

ED130641

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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IR004 173

agency for instructional television

AIT Offices

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Serves: Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Brunswick, Newfoundland, New Hampshire, New Jersey, New York, Nova Scotia, Pennsylvania, Prince Edward Island, Quebec, Rhode Island, Vermont, Virginia, West Virginia.

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Brown Deer, Wisconsin 53223
Phone: 414 354-8510
Representative: Chet Tomczyk

Serves: Illinois, Indiana*, Iowa, Kansas, Manitoba, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Ontario, South Dakota, Wisconsin.
*Contact AIT Bloomington

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Atlanta, Georgia 30328
Phone: 404 252-6525
Representative: Larry Laswell

Serves: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Puerto Rico, South Carolina, Tennessee.

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1670 S. Amphlett Blvd.
San Mateo, California 94402
Phone: 415 574-3437
Representative: Gordon Hughan

Serves: Alaska, Alberta, Arizona, British Columbia, California, Colorado, Guam, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Samoa, Saskatchewan, Texas, Utah, Washington, Wyoming.

The AIT Newsletter, published four times a year, is sent without charge to all interested persons. The publication contains information on AIT courses, activities and plans. To be placed on the Newsletter's mailing list please write to: AIT, Box A, Bloomington, Indiana 47401.

Essential Learning Skills Television Project

Design of a major classroom television project to strengthen instruction in the essential learning skills is now in progress.

A consortium of state and provincial agencies is supporting the $500,000 design phase, which began July 1, 1976, and will continue through June 1977. The production phase, with a budget of $3,500,000, is scheduled to get underway immediately after and continue through 1979.

To be developed over this three-and-a-half-year period is a series of sixty 15-minute programs for the fifth and sixth grades that will emphasize the critical thinking and study skills and include review of the communication and mathematics skills. The programs are to be available for American and Canadian classrooms beginning in September 1979.

The instructional design is focusing on materials for grades five and six, but it also will provide a general approach for possible series for grades one through four. These later series would emphasize the communication and mathematics skills.

A cooperative television project in the essential learning skills has been in the planning stages since the spring of 1974. The broad subject was given highest priority by educators and educational broadcasters at a 1973-4 series of meetings conducted by the Agency for Instructional Television to identify curriculum areas where television could be most helpful.

Further information on the project can be obtained from AIT.

Economic Education Television Project

A cooperative classroom television project in economic education for nine-to-eleven-year-olds is being developed by the Joint Council on Economic Education, the Canadian Foundation for Economic Education, and the Agency for Instructional Television.

Participating in the project are some forty state and provincial agencies. These agencies will fund the content development of the series. Additional funds for production and utilization will come from other sources.

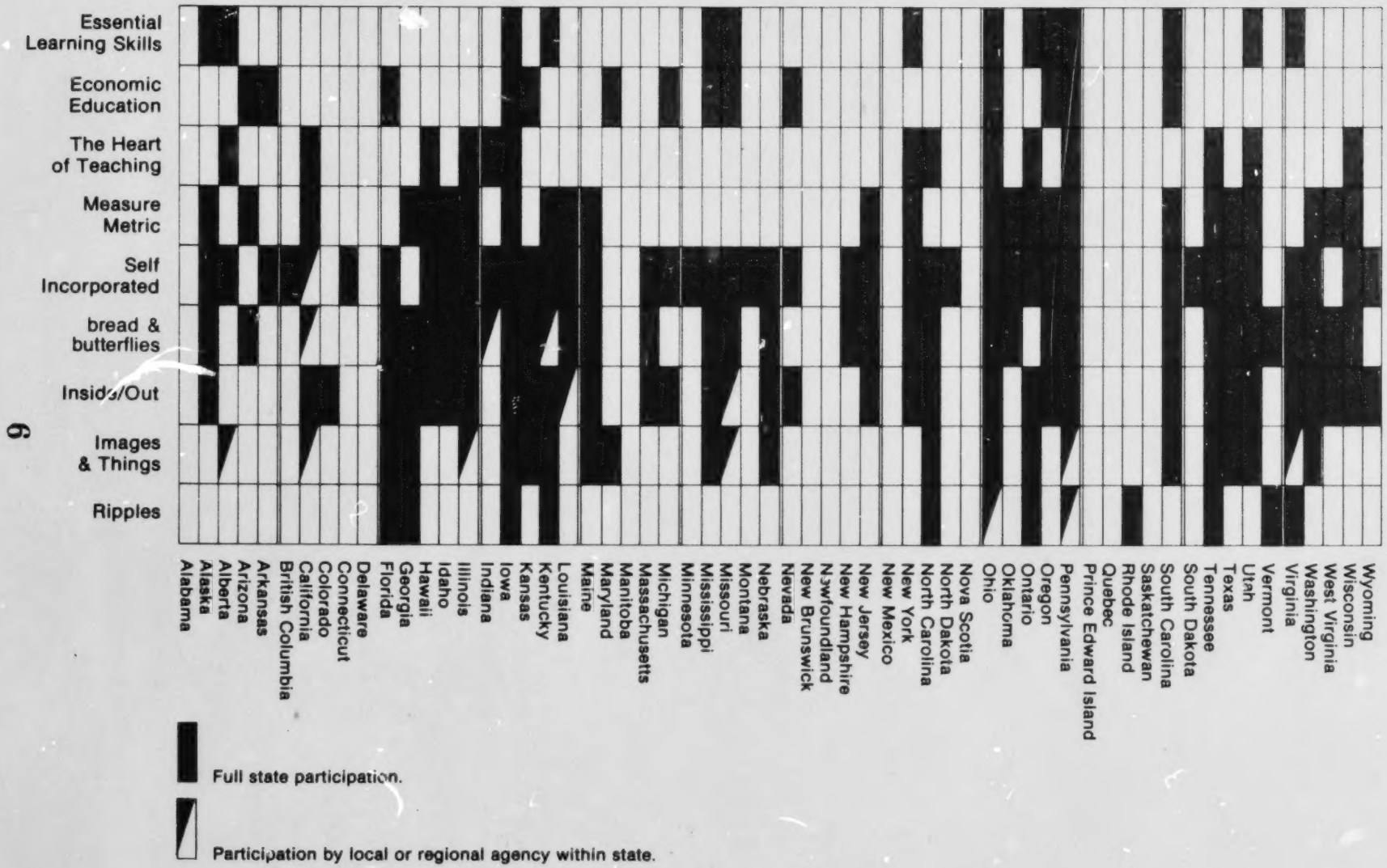
The series of fifteen 20-minute programs and related materials will be completed and available to schools across the United States and Canada by September 1978.

The aims of the project are to increase student knowledge of economics, build skills in using economic principles to make decisions, and motivate further study of the subject. Each program in the series will consider a fundamental economic problem relevant to the daily life of the child, emphasize the economic principles and reasoning involved in dealing with the problem, and introduce a similar but unresolved problem to stimulate classroom follow-up activity.

Further information on the project can be obtained from AIT.

Consortia Profile

(September, 1976)



About AIT Programming

The Agency for Instructional Television is a nonprofit American-Canadian organization established to strengthen education through television and other technologies. AIT develops joint program projects involving state and provincial agencies, and acquires and distributes a wide variety of television and related printed materials for use as major learning resources. It makes many of the television materials available in audio-visual formats.

Development of Projects

In the development of cooperative projects, AIT works closely with educational administrators, teachers, curriculum supervisors, educational broadcasters, and authorities in various subject matter fields, and with professional organizations in the U.S. and Canada. The AIT Board of Directors establishes areas for project exploration on the basis of needs expressed by representatives of the states and provinces at periodic regional meetings conducted by AIT. Study teams organized by AIT then determine how television can make a significant contribution to the classroom in these areas. Projects are refined through a series of reports distributed to all interested persons and through discussions at subsequent regional meetings.

State and provincial agencies pool resources to finance projects. The consortium of agencies involved in a project provides overall guidance through the production period. At various times during the course of production, representatives of the consortium agencies meet with AIT staff members, members of the project's curriculum design team, and other consultants to review the development of the television and related materials, plan information activities for proper introduction of the series, and plan effective utilization of the series. Actual production of the programs is done by selected agencies under the direct supervision of AIT and the project's consultants.

AIT also organizes smaller cooperative efforts to finance and guide the production of exceptionally promising classroom series conceived by individual agencies and the production of new versions of existing series that have proved their effectiveness over the years.

Consortium Projects to Date

The process of cooperative production enables state and provincial agencies to come together to develop programming of a kind and quality that will significantly strengthen education. By the fall of 1976, six consortium projects had been completed under the direction of AIT or its predecessor organization, National Instructional Television, and a seventh project was nearing completion. Forty-seven states and three provinces have been part of one or more of the seven consortia. (See Consortia Profile on opposite page.)

During the summer of 1976, instructional design began on two more cooperative projects—in economics education and the essential learning skills. Information on these projects is given on pages 2 through 5.

Acquired Programming

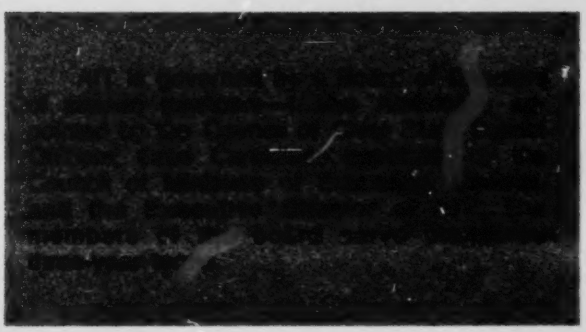
Most of the telecourses offered by AIT were produced by local, state, or regional agencies primarily for their own use. AIT constantly seeks out and reviews new materials, selecting from them for acquisition on the basis of content, instructional design, production quality, and appropriateness for wide distribution. Assisting in this process is a Program Advisory Committee that includes users of AIT materials.

Origin of AIT

AIT was created in 1973 in response to the need for a permanent American-Canadian organization whose structure would enable it to work closely with the states and provinces to expand and improve the cooperative production activity originated by the National Instructional Television Center (NIT). NIT was then a nonprofit self-supporting activity of the Indiana University Foundation in Bloomington.

At a meeting called by NIT in Atlanta in October of 1972, delegates from forty-five states, the District of Columbia, Puerto Rico, and four Canadian provinces recommended the establishment of the new organization. With the cooperation of the Council of Chief State School Officers, a seventeen-member organizing committee worked through the winter months. The incorporation of AIT took place on April 11, 1973.

On July 1, 1973, NIT became a division of AIT. The transfer included the entire NIT operation—existing staff, headquarters facilities and regional offices, and all NIT services.



History of NIT

National Instructional Television evolved from a small organization financed for its first five years (1962-67) by the U.S. Office of Education. Known initially as the National Instructional Television Library, it had been created to demonstrate whether a national clearinghouse for recorded instructional television programs was educationally desirable and economically feasible.

For the first three years of the demonstration, the organization was administered by National Educational Television (NET) in New York City. In 1965 it became the National Center for School and College Television and began operation under the Indiana University Foundation in Bloomington. When the USOE demonstration was completed in 1967, the Foundation provided partial support. In 1968 NCSCT changed its name—to National Instructional Television Center. In 1970 NIT became self-supporting, though it remained a project of the Indiana University Foundation until its transfer to AIT in 1973.

In the late 1960's, working with educators and broadcasters across the country, NIT began the effort to identify curriculum areas where television could be most useful and to develop new materials in these areas. Out of this activity came the idea of the consortium—in which many educational and broadcasting agencies pool their resources to create major classroom series beyond the means of any one agency. The success of these cooperative efforts led directly to the establishment of the Agency for Instructional Television.

Course Descriptions

- The process of classroom evaluation and revision has been a part of the development of some of the series described in this catalog. See page 111 for a list of research publications related to AIT series. For further information on evaluation components, please write to: Director of Research, AIT.

- The post-secondary courses developed by the Harvard University-based Commission on Extension Courses and the U.S. Navy were intended originally to make college-level education available to Navy personnel at sea and at various naval installations. Designed to supplement the work of on-campus instructors, they can be used independently for non-credit programs.

- For each course description, the date following the producing agency indicates the year the course was released for distribution.

Subject Area Guide

PRIMARY THROUGH SENIOR HIGH SCHOOL

Art	Units	Length	Page
Art for the Day	80	4′	20
The Draw Man	32	15′	32
Images & Things	30	20′	46
Teacher Programs	3	30′	46
Let's Draw	34	15′	52
Meet the Arts	15	30′	63
Primary Art	30	15′	72
Career Development			
bread & butterflies	15	15′	22
Teacher Program	1	20′	22
Informational Program	1	15′	22
Communications			
Code/English	15	20′	25
Contract!	15	20′	29
Creative Dramatics	9	20′	30
Teacher Programs	9	30′	30
Discussing Controversial Issues	4	20′	31
Getting the Word	31	20′	40
TV Today	8	30′	88
Word Workers, Inc.	25	15′	96
Words Are For Reading	10	15′	97
Wordsmith	30	15′	98
Early Childhood			
The MeTooShow	4	20′	64
Teacher-Parent Program	1	60′	64
Ripples	36	15′	79
Teacher Programs	3	30′	79
Foreign Language			
En Français	26	15′	35
Health and Physical Education			
All About You	30	15′	17
Inside/Out	30	15′	48
Teacher Program	1	30′	48
Informational Program	1	15′	48
Ready? Set . . . Go! Level I	30	20′	77
Ready? Set . . . Go! Level II	30	20′	77
Teacher Programs	4	30′	77
Self Incorporated	15	15′	83
A Time of Your Life	15	20′	90
Teacher Programs	2	30′	90

Language Arts	Units	Length	Page
Book, Look and Listen	30	10′	21
Code/English	15	20′	25
Contemporary Poetry	6	20′	28
Contract!	15	20′	29
Creative Dramatics	9	20′	30
Teacher Programs	9	30′	30
Discussing Controversial Issues	4	20′	31
Getting the Word	31	20′	40
How Can I Tell You?	15	15′	44
Imagine That . . .	15	15′	47
Teacher Program	1	30′	47
Magic Pages	30	15′	55
A Matter of Fact	15	20′	60
A Matter of Fiction	15	20′	61
Once Upon A Town	15	20′	68
Picture Book Park	16	15′	70
Puppets and the Poet	4	20′	75
Readers' Cube	15	20′	76
Secondary Developmental Reading	30	25′	82
Spinning Stories	15	15′	84
Stories of America	32	15′	87
Tell Me a Story	30	15′	89
Teacher Program	1	30′	89
Word Workers, Inc.	25	15′	96
Words Are For Reading	10	15′	97
Wordsmith	30	15′	98
Zebra Wings	15	20′	101
Teacher Program	1	20′	101
Mathematics			
Math Matters	20	15′	58
MeasureMetric	12	15′	62
Music			
Stepping into Melody	30	15′	85
Stepping into Rhythm	30	15′	86
The Tune-Up Shop	20	15′	91
Safety			
About Safety	42	5′	15

Science	Units	Length	Page
About Science	40	8′	16
All About You	30	15′	17
Animals & Such	16	15′	19
Community of Living Things	32	20′	27
First Films on Science	10	15′	39
Hands On, Grade 1	10	15′	41
Hands On, Grade 2	12	15′	41
Hands On, Grade 3	14	15′	41
Hands On, Grade 4	12	15′	41
Hands On, Grade 5	12	15′	41
Matter & Motion	17	15′	59
Natural Science Specials	14	20′	66
Search for Life	3	15′	81
The Science Shed	15	20′	80
Universe and I	20	20′	93
Why?	32	15′	95
Social Studies			
Breakthru	10	23′	23
Children of the World	6	30′	24
Common Cents	5	15′	26
Creative Dramatics	9	20′	30
Teacher Programs	9	30′	30
Explorers Unlimited	33	15′	36
If You Live in a City, Where Do You Live	5	30′	45
Teacher Program	1	30′	45
It's All Up To You	13	15′	51
Teacher Program	1	30′	51
Let's See America	26	30′	53
Life World 2000	12	15′	54
1977	32	20′	67
Other Families, Other Friends	32	15′	69
Pilgrims to the West	6	20′	71
Project: History	10	20′	74
Rights and Responsibilities	11	20′	78
Stories of America	32	15′	87
Two Cents' Worth	15	15′	92
What's My Thing?	6	10′	94
POST-SECONDARY			
Communications			
TV Today	8	30′	88

Economics	Units	Length	Page
Economics and the Public Interest	15	30′	34
Foreign Language			
En Français	26	15′	35
Government			
American National Government	15	30′	18
History			
World History I	15	30′	99
World History II	15	30′	100
Literature and Composition			
Expository English I	15	30′	37
Expository English II	15	30′	38
Major American Books	15	30′	56
Psychology			
Man and His Motives	15	30′	57
Principles of Behavior	15	30′	73
Sociology			
Introduction to Sociology	16	30′	50
TEACHER IN-SERVICE			
Communications			
Discussing Controversial Issues	4	20′	31
The Heart of Teaching	5	15′	43
Health			
Drugs: The Children Are Choosing	7	30′	33
The Heart of Teaching	5	15′	43
Mathematics			
Metrify or Petrify	8	30′	65
Special Education			
Integration of Children with Special Needs in a Regular Classroom [Lexington (Mass.) Teacher Training Project]	10	30′	49

Grade Level Guide

Although AIT courses have been designed for specific grade levels, most can be used at several grade levels at the professional discretion of the user.

Primary (Kindergarten–3rd Grade)

	Units	Length	Page
About Safety	42	5′	15
All About You	30	15′	17
Book, Look and Listen	30	10′	21
Common Cents	5	15′	26
Explorers Unlimited	33	15′	36
First Films on Science	10	15′	39
Hands On, Grade 1	10	15′	41
Hands On, Grade 2	12	15′	41
Hands On, Grade 3	14	15′	41
How Can I Tell You?	15	15′	44
Imagine That . . .	15	15′	47
Teacher Program	1	30′	47
Let's Draw	34	15′	52
Magic Pages	30	15′	55
The MeTooShow	4	20′	64
Teacher-Parent Program	1	60′	64
Once Upon A Town	15	20′	68
Other Families, Other Friends	32	15′	69
Picture Book Park	16	15′	70
Primary Art	30	15′	72
Ready? Set . . . Go! Level I	30	20′	77
Ready? Set . . . Go! Level II	30	20′	77
Teacher Programs	4	30′	77
Ripples	36	15′	79
Teacher Programs	3	30′	79
Spinning Stories	15	15′	84
Stepping into Melody	30	15′	85
Stepping into Rythm	30	15′	86
Stories of America	32	15′	87
Tell Me a Story	30	15′	89
Teacher Program	1	30′	89
The Tune-Up Shop	20	15′	91
Two Cents' Worth	15	15′	92
Why?	32	15′	95
Word Workers, Inc.	25	15′	96
Words Are For Reading	10	15′	97

Intermediate (4-7)

	Units	Length	Page
About Science	40	8′	16
Animals & Such	16	15′	19
Art for the Day	80	4′	20
bread & butterflies	15	15′	22
Teacher Program	1	20′	22
informational Program	1	15′	22
Breakthru	10	23′	23
Children of the World	6	30′	24
Creative Dramatics	9	20′	30
Teacher Programs	9	30′	30
Code/English	15	20′	25
The Draw Man	32	15′	32
Explorers Unlimited	33	15′	36
First Films on Science	10	15′	39
Hands On, Grade 4	12	15′	41
Hands On, Grade 5	12	15′	41
How Can I Tell You?	15	15′	44
If You Live in a City, Where Do You Live	5	30′	45
Teacher Program	1	30′	45
Images & Things	30	20′	46
Teacher Programs	3	30′	46
Inside/Out	30	15′	48
Teacher Program	1	30′	48
Informational Program	1	15′	48
It's All Up To You	13	15′	51
Teacher Program	1	30′	51
Let's See America	26	30′	53
Math Matters	20	15′	58
Matter & Motion	17	15′	59
MeasureMetric	12	15′	62
Meet the Arts	15	30′	63
Natural Science Specials	14	20′	66
1977	32	20′	67
Once Upon A Town	15	20′	68
Other Families, Other Friends	32	15′	69
Readers' Cube	15	20′	76
The Science Shed	15	20′	80
A Time Of Your Life	15	20′	90
Teacher Programs	2	30′	90
What's My Thing?	6	10′	94
Why?	32	15′	95
Wordsmith	30	15′	98
Zebra Wings	15	20′	101
Teacher Program	1	20′	101

Junior High School (7-9)

	Units	Length	Page
About Science	40	8′	16
Art for the Day	80	4′	20
Code/English	15	20′	25
Community of Living Things	32	20′	27
Contemporary Poetry	6	20′	28
Contract!	15	20′	29
Creative Dramatics	9	20′	30
Teacher Programs	9	30′	30
The Draw Man	32	15′	32
Getting the Word	31	20′	40
Images & Things	30	20′	46
Teacher Programs	3	30′	46
It's All Up To You	13	15′	51
Teacher Program	1	30′	51
Life World 2000	12	15′	54
Math Matters	20	15′	58
A Matter of Fact	15	20′	60
A Matter of Fiction	15	20′	61
MeasureMetric	12	15′	62
Natural Science Specials	14	20′	66
1977	32	20′	67
Pilgrims to the West	6	20′	71
Project: History	10	20′	74
Puppets and the Poet	4	20′	75
Rights and Responsibilities	11	20′	78
Search for Life	3	15′	81
Secondary Developmental Reading	30	25′	82
Self Incorporated	15	15′	83
Universe and I	20	20′	93

Senior High School

	Units	Length	Page
About Science	40	8′	16
Art for the Day	80	4′	20
Contemporary Poetry	6	20′	28
Contract!	15	20′	29
Discussing Controversial Issues	4	20′	31
En Français	26	15′	35
Getting the Word	31	20′	40
Life World 2000	12	15′	54
A Matter of Fact	15	20′	60
A Matter of Fiction	15	20′	61
Pilgrims to the West	6	20′	71
Project: History	10	20′	74
Puppets and the Poet	4	20′	75
Rights and Responsibilities	11	20′	78
Search for Life	3	15′	81
TV Today	8	30′	88

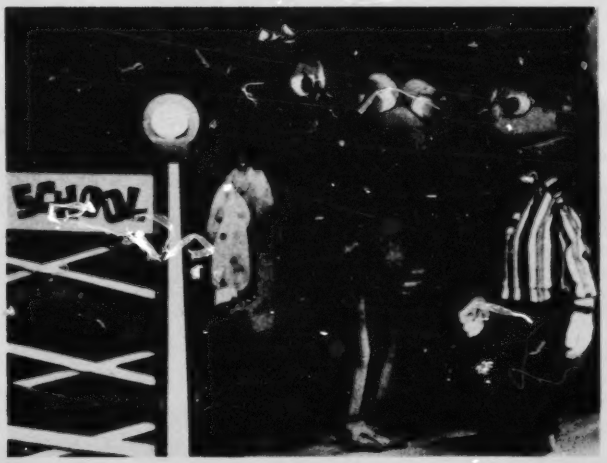
Post-Secondary

	Units	Length	Page
American National Government	15	30′	18
Economics and the Public Interest	15	30′	34
En Français	26	15′	35
Expository English I	15	30′	37
Expository English II	15	30′	38
Introduction to Sociology	16	30′	50
Major American Books	15	30′	56
Man and His Motives	15	30′	57
Principles of Behavior	15	30′	73
TV Today	8	30′	88
World History I	15	30′	99
World History II	15	30′	100

Teacher In-Service

	Units	Length	Page
Discussing Controversial Issues	4	20′	31
Drugs: The Children Are Choosing	7	30′	33
The Heart of Teaching	5	15′	43
Integration of Children with Special Needs in a Regular Classroom [Lexington (Mass.) Teacher Training Project]	10	30′	49
Metrify or Petrify	8	30′	65

About Safety



Forty-two 5-minute color lessons
Primary
6-page combination teacher's guide and fact sheet

Produced by the Mississippi Authority for Educational Television (1973).

For purchase only—ABOUT SAFETY is offered on fourteen videotape reels with three units per reel. Users can purchase the entire series or individual reels:
Price per reel—$130 plus tape

The series is also available on videocassette.

Using a cast of puppets, this course teaches basic concepts in traffic, fire, outdoor play, vacation, school, and recreation safety. The featured puppet in the series is Clyde Frog, a careless, carefree schoolager whose ignorance and disregard for safety rules continually get him into trouble. This series of short, open-ended programs encourages the child to develop a positive and responsible attitude towards the safety of himself and others.

LESSONS

Reel One

Clyde Learns School Bus Rules (4:00)
Clyde Gets Off the School Bus (3:39)
Clyde Discovers Winter Safety (4:35)

Reel Two

Clyde Finds His Way to School (4:33)
Clyde on the Safety Patrol (3:53)
Clyde Walks from School (4:29)

Reel Three

A Bike Ride with Clyde (4:37)
Clyde Rides in a Car (4:33)
Clyde Learns About Reflective Tape (3:32)

Reel Four

Clyde on the Playground (4:17)
Clyde Learns Classroom Safety (4:06)
Clyde Gets in Trouble at School (4:11)

Reel Five

Clyde Learns About Fire Safety (3:55)
Clyde Learns About First Aid (4:17)
Clyde and the Tornado (5:36)

Reel Six

Clyde Takes a Hike (4:22)
Clyde Goes Trick or Treating (4:15)
Clyde Flies a Kite (3:47)

Reel Seven

Clyde Learns About Germs (5:13)
Clyde at Home (4:37)
Clyde Learns About Gun Safety (2:47)

Reel Eight

Clyde on the Safety Council (3:39)
Clyde Reads Traffic Signs (4:34)
Clyde Explores the Way to School (4:35)

Reel Nine

Clyde Gets a Taste of Kitchen Safety (6:01)
Clyde Discovers Bathroom Safety (3:32)
Clyde Learns About Water Safety (5:00)

Reel Ten

Clyde on Halloween (3:50)
Clyde and the Firecracker (4:55)
Clyde Learns Safe Sledding (4:22)

Reel Eleven

Clyde Goes Hitch-Hiking (4:45)
Clyde on the Railroad Tracks (4:41)
Clyde at the Bus Stop (4:38)

Reel Twelve

Clyde Reads About Clothing Fires (5:20)
Clyde Examines Medicine Cabinet (4:14)
Clyde Reports His Accident (4:08)

Reel Thirteen

Clyde Takes a Swim (4:18)
Clyde Visits the Farm (5:26)
Clyde Walks the Halls (4:40)

Reel Fourteen

Clyde Tests His Bicycle Knowledge (4:54)
Clyde Enjoys Bicycle Safety (4:19)
Clyde Learns Some Responsibility (4:22)

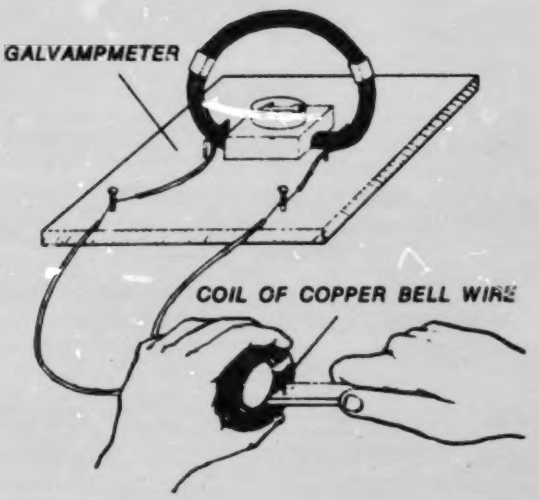
About Science

Forty 5 to 8-minute color lessons
Intermediate, junior high, senior high
43-page teacher's guide

Produced by the Mississippi Authority for Educational Television (1972).

For purchase only—ABOUT SCIENCE is offered on nine videotape reels with three to five units per reel. Users can purchase the entire series or individual reels:
Reels 1-6—$240 plus tape
Reel 7—$230 plus tape
Reels 8-9—$220 plus tape

The series is also available on videocassette.



This course actively engages the viewer in the process of scientific inquiry. Each lesson focuses on a single concept, providing a body of knowledge that is manageable for both teacher and student. The viewer sees only the hands of the person performing the laboratory experiment while an off-camera narrator describes the action step by step. A light, original jazz score complements the narration.

LESSONS

Reel One

Preparation of Oxygen (5:41)
Physical Properties of Oxygen (5:06)
Chemical Properties of Oxygen (5:18)
Preparation of Carbon Dioxide (4:51)
Properties of Carbon Dioxide (5:08)

Reel Two

Dry Ice (5:28)
A Flame Test (5:40)
Distillation (5:25)
Combustion and Weight Changes (5:13)
Electroplating (4:45)

Reel Three

Conductivity (5:04)
Acids (4:58)
Bases and Neutral Compounds (4:59)
Mixtures and Compounds (5:06)
Electrolysis (5:31)

Reel Four

Conservation of Matter (4:16)
A Mercury Barometer (4:16)
Carbohydrates: Sugars and Starches (5:50)
Fats and Proteins (6:20)
The Effects of Air Pressure (4:11)

Reel Five

Electroscope (7:24)
An Electric Circuit (4:24)
A Series Circuit (4:16)
A Parallel Circuit (4:34)
Static Electricity (5:27)

Reel Six

Understanding Magnets (5:10)
Magnetic Behavior (4:34)
Electromagnets (5:12)
Making a Telegraph: An Electromagnet (6:13)
An Electric Motor (4:49)

Reel Seven

Wet Cell (5:42)
Dry Cell (4:35)
Short Circuits and Fuses (6:25)
Producing an Electric Current (5:52)

Reel Eight

An Electric Bell (5:2?)
Expansion and Contraction (5:30)
The Mineral Kingdom (7:31)

Reel Nine

Mass and Weight (6:35)
Volume (6:45)
Density (11:07)

All About You

Thirty 15-minute color lessons
Primary
84-page teacher's guide

Produced for AIT by Massachusetts Educational Television (21 Inch Classroom) at WGBH-TV, Boston (1974).

Film clips, models, microscope slides, and a lively cast of puppets are a few of the devices used to introduce first and second graders to the marvel of the human body, in a series that focuses on physical growth and development, and the importance of good health habits. Based on the newest advances in science and health, ALL ABOUT YOU explores children's emotions, individual differences, and cultural influences in lessons designed to stimulate inquiry and generate active viewer involvement.

Louise McNamara, the television teacher, involves the viewing students, encouraging them to reply to her questions and participate actively in the lessons. Playful, whimsical, or deeply serious, she creates an atmosphere of interest and inquiry that is particularly helpful to the classroom teacher.

Ada B. Litchfield, principal consultant and scriptwriter for the course is the author of a number of books for children. Ms. Litchfield has been a first-grade teacher and an editor for the Houghton Mifflin Company.

LESSONS

1. **What Are You Anyway?**—Helps children think about their minds and bodies. (14:48)
2. **What Holds You Up?**—Demonstrates how the skeleton is constructed. (14:28)
3. **No Strings on You**—Demonstrates how muscles and tendons hold the skeleton together. (14:34)
4. **Move Those Muscles!**—Discusses the importance of exercising everyday. (14:22)
5. **What's Your Fuel?**—Shows how the body changes food into fuel. (14:02)
6. **It's What You Eat**—Explains the four basic food groups, and discusses a balanced diet. (14:11)
7. **Good Mouthkeeping**—Illustrates good tooth care. (14:14)
8. **What Are You Made Of?**—Explains the parts and functions of cells. (14:25)
9. **Take a Deep Breath**—Demonstrates the body's need for oxygen. (14:20)
10. **Your Heart: The Mighty Muscle**—Shows how heart, blood, and blood vessels work together. (14:30)
11. **Getting Rid of Waste**—Shows how food becomes fuel, then a waste product. (14:29)
12. **Your Birthday Suit**—Discusses skin structure and color. (13:38)
13. **Getting the Message**—Illustrates how messages are received and interpreted by the brain. (14:25)
14. **Your Busy Brain**—Demonstrates how the brain is like a control center, constantly receiving and sending messages. (14:14)
15. **Listen, Look, and Learn**—Looks at the structure and function of the eye and ear. (14:10)
16. **Handy Hands**—Demonstrates how hands help people work, play, and communicate. (14:24)
17. **Talk, Talk, Talk**—Illustrates man's need for language. (14:28)
18. **What Keeps You Alive?**—Considers what it means to be alive. (14:10)
19. **In the Beginning**—Traces the development of a human baby from a single cell. (14:02)
20. **Secrets in Your Cells**—Illustrates that some things, like physical traits, are determined by genes. (14:08)
21. **Look At You Now**—Helps youngsters consider their own development. (14:10)
22. **No Two Alike**—Emphasizes the role of experience in shaping personality. (14:32)
23. **Sneezles, Wheezles, and Measles**—Tells how germs cause disease. (14:28)
24. **Watch Out!**—Emphasizes that children must sometimes watch out for their own safety. (14:34)
25. **If You Go to the Hospital**—Tells the story of a child's stay in Boston Children's Hospital. (14:10)
26. **You and Your Feelings**—Talks about feelings and how people react to them. (14:17)
27. **Everybody Is Afraid Sometimes**—Discusses real and imaginary fears. (14:09)
28. **What Are Families For?**—Discusses family relationships, including animal and human families. (14:13)
29. **Everybody Needs a Friend**—Suggests right and wrong ways of making and keeping friends. (14:40)
30. **Everybody Else and You . . .**—Examines family life in other countries. (14:39)

American National Government

(Government I)

Fifteen 30-minute black and white lessons
Post-secondary
2-page syllabus

Developed for the U.S. Navy by the Commission on Extension Courses, Harvard University. Produced by WGBH, Boston (1967).

This course introduces the development of the three main institutions of American national government—Congress, the Presidency, and the Supreme Court. Each is traced historically from the Constitutional Convention to the present and is thoroughly analyzed in terms of its power, influence, and function.

These lectures have been prepared and presented by Professor Carrol F. Miles, Chairman, Social Science Department, Simmons College; formerly Professor of Government, Simmons College.

LESSONS

1. **Fundamentals of American Government**—Introduces eight principles of American government. (28:50)
2. **The Founding Fathers**—Deals with the Constitutional Convention and its participants. (27:10)
3. **The Functions of Congress**—Examines the basic legislative functions of Congress. (28:54)
4. **Congressional Reform**—Asks how well Congress performs its functions as a democratic and representative body. (28:49)
5. **Congress and the President**—Emphasizes the importance of the Supreme Court decision in Baker vs. Carr. (28:52)
6. **The Roles of the President**—Studies the United States Presidency as an institution of government. (28:55)
7. **Presidental Leadership**—Discusses the five constituencies of the Presidency: executive officialdom, Congress, party leaders, citizens, and officials from other nations. (28:55)
8. **Limitations on the Presidency**—Reviews the function of the Electoral College. (28:56)
9. **Political Parties**—Analyzes political parties as a means through which citizens organize themselves to control government. (28:53)
10. **The Supreme Court**—Studies the responsibilities of the Supreme Court members. (28:54)
11. **The Law and Desegregation**—Interprets the 14th Amendment as a guarantee of certain civil and political liberties. (28:48)
12. **The Changing Court**—Surveys some decisions handed down by the Supreme Court since 1937. (28:52)
13. **The First Amendment**—Emphasizes the first ten amendments to the Constitution as checks on the national government. (28:54)
14. **The New Federalism**—Studies the principle of federalism, frequently invoked in defense of states rights. (28:50)
15. **The Bureaucracy: General Conclusions**—Makes the distinction between the bureaucracy and the executive branch. (28:54)

Animals & Such

Sixteen 15-minute color lessons in four modules
Intermediate
28-page teacher's guide

Produced by Hampton Roads Educational Television Association, WHRO-TV, Norfolk (1972).

Field trips to zoos, to an animal shelter, and to terrestrial saltwater and fresh-water habitats acquaint students with the life processes of many animals. Specialized photographic techniques allow viewers to see an amoeba capturing a stentor, blood rushing through a tadpole's tail, and other microscopic events, in a series of lessons that explores ecological relationships, stresses the need for conservation, and emphasizes the importance of observation and other scientific techniques in problem-solving. ANIMALS & SUCH is a companion course to MATTER & MOTION.

Larry Crum, producer, designer, and narrator for ANIMALS & SUCH, has been studio teacher and producer for the Hampton Roads Educational Television Association since 1968. Before that he taught biology and earth science in Virginia public schools.

Stewart Harris, cinematographer for the series, has film credits for more than a hundred projects in instructional and public television. He received several awards for excellence in photography for COMMUNITY OF LIVING THINGS, another Crum-Harris series.

LESSONS

Module Blue: HABITATS

1. **Life on a Rotting Log**—Examines a rotting log as the habitat of countless creatures, each with its own means of survival. (14:34)
2. **Microscopic Pond Life**—Demonstrates that microscopic life is complex despite its smallness; shows amoeba, paramecia, and volvox. (14:30)
3. **Ocean Animals**—Considers characteristics of a host of marine creatures, including starfish, sea slugs, and octopi. (14:27)
4. **Birds of Fisherman's Island**—Looks at the variety of birds which exist along the Atlantic flyways, and examines their dependence on wild areas for survival. (14:30)

Module Brown: TYPES OF VERTEBRATES

1. **Snakes and the Like**—Investigates a variety of reptiles: turtles, snakes, lizards, and crocodiles. (14:25)
2. **Fish**—Discusses how various fresh-water and saltwater fish breathe, swim, feed, and reproduce. (14:33)
3. **Frogs, Toads, and Salamanders**—Examines amphibians in relation to their life cycle and adaptations for survival. (14:35)
4. **Animals with Hair**—Focuses on the types, features, and behavior of mammals, from cats to man. (14:30)

Module Green: ANIMALS AND PLANTS

1. **About Pets**—Visits an ASPCA shelter, and discusses animal survival and proper treatment of pets. (14:31)
2. **A Visit to the Zoo**—Gives detailed information about zoo dwellers and endangered species. (14:30)
3. **Plants or Animals**—Considers the similarities of and differences between animals and plants, pointing out that some creatures have features of both. (14:30)
4. **Kinds of Plants**—Investigates the two groups of plants —those with chlorophyll and those without. (14:33)

Module Red: LIFE PROCESSES

1. **What Animals Eat**—Examines the feeding processes of animals, including parasites. (14:32)
2. **Movement within Life**—Studies internal movement and how it is accomplished in both plants and animals. (14:30)
3. **Living Things Grow and Change**—Shows how insects develop through a series of stages, and how markings reveal age in trees and clam shells. (14:30)
4. **Living Things Reproduce**—Observes how living things reproduce, and compares simple and complex methods of reproduction. (14:33)

Art for the Day

Eighty 3 to 4-minute color lessons
Intermediate, junior high, senior high
6-page combination teacher guide and fact sheet

Produced by the Mississippi Authority for Educational Television (1972).

For purchase only—ART FOR THE DAY is offered on ten videotape reels with eight units per reel. Users can purchase the entire series or individual reels:
Price per reel—$270 plus tape

The series is also available on videocassette.

Each lesson in ART FOR THE DAY is an opportunity to explore a single work of art. The camera focuses on specific elements in a painting or sculpture, guiding the viewer from one set of experiences to another, and a brief narration provides information and suggestions that help him to see the work as the sum of its interdependent parts. Encountering artworks in this fresh light encourages the student to experience the unique vitality of each work, and to interpret it for himself. Each program is approximately 3 minutes in length.

LESSONS

Reel One
People and Dog in the Sun, *Joan Miró (Spanish, 1893-)*
Room at Arles, *Vincent van Gogh (Dutch, 1853-1890)*
Head of Two Clowns, *Georges Rouault (French, 1871-1958)*
Landscape (Les Chaumieres), *Maurice Vlaminck (French, 1876-1958)*
I and My Village, *Marc Chagall (Russian, 1887-)*
The Three Masks, *Carl Hofer (1878-1955)*
The Old King, *Georges Rouault (French, 1871-1958)*
A Girl with a Watering Can, *Pierre Auguste Renoir (French, 1841-1919)*

Reel Two
The Spirit of 1776, *Solomon Willard (American, 1783-1861) Nat Werner (1907-)*
Egyptian Cat, (Sculpture), *Ancient Egypt*
Dempsey and Firpo, *George Bellows (American, 1882-1925)*
At the Circus, *Toulouse-Lautrec (French, 1864-1901)*
Weathervane Horse, *Early American Craft Item*
Zapatistas, *Jose Orozco (Mexican, 1883-1949)*
Boys in a Pasture, *Winslow Homer (American, 1836-1910)*
Nefertiti (Sculpture) *Ancient Egypt*

Reel Three
Fog Warning, *Winslow Homer (American, 1836-1910)*
Woman with a Cat, *Pierre Auguste Renoir (French, 1841-1919)*
Palazzo da Mula, Venice, *Claude Monet (French, 1840-1926)*
Starry Night, *Vincent van Gogh (Dutch, 1853-1890)*
The Laundress, *Honoré Daumier (French, 1808-1879)*
Head of a Clown, *Bernard Buffet (French, 1928-)*
The Bath, *Mary Cassatt (American, 1844-1926)*
Man in a Golden Helmet, *Rembrandt van Ryn (Dutch, 1606-1669)*

Reel Four
The Rabbit, *Albrecht Dürer (German, 1471-1528)*
A Peasant Wedding, *Pieter Bruegel (Flemish, 1525/30-1569)*
The Cook, *Jan Vermeer (Dutch, 1632-1675)*
The Peaceable Kingdom, *Edward Hicks (American, 1780-1849)*
Child Holding a Dove, *Pablo Picasso (Spanish, 1881-1973)*
Breezing Up, *Winslow Homer (American, 1836-1910)*
Le Gourmet, *Pablo Picasso (Spanish, 1881-1973)*
The Squirrels, *Albrecht Dürer (German, 1471-1528)*

Reel Five
Red Horses, *Franz Marc (German, 1880-1916)*
Adoration of the Shepherds, *Giorgione (Italian, 1476/8-1510)*
The Laughing Cavalier, *Frans Hals (Dutch, 1581/5-1666)*
Still Life with Flowers, *Georges Rouault (French, 1871-1958)*
The Fifer, *Edouard Manet (French, 1832-1883)*
Dancing Class, *Edgar Degas (French, 1834-1917)*
Soap Bubbles, *Jean Baptiste Chardin (French, 1699-1779)*
Trafalgar Square, *Piet Mondrian (Dutch, 1872-1944)*

Reel Six
Gare Saint-Lazare, *Edouard Manet (French, 1832-1883)*
Young America, *Andrew Wyeth (American, 1917-)*
Mardi Gras, *Paul Cézanne (French, 1839-1906)*
The Little Dancer Aged Fourteen (Sculpture) *Edgar Degas (French, 1834-1917)*
Spring (Sculpture) *Ellen Lord (American, 20th Century)*
The Copley Family, *John Singleton Copley (American, 1738-1815)*
Ground Hog Day, *Andrew Wyeth (American, 1917-)*
American Indian Duck (Pottery) *(400-1200 A.D.)*

Reel Seven
The Gates of Jerusalem, *Sharaga Weil (Israeli, 1918-)*
Gypsy Woman with Baby, *Amedeo Modigliani (Italian, 1884-1920)*
Young Raven with Open Mouth (Sculpture) *Eskimo Primitive*
Bodhisattva in Meditation (Sculpture) *Chinese (400 A.D.)*
Dancers, *Zeshin Shibata (Japanese, 1807-1891)*
Portrait of His Son, Nicholas, *Peter Paul Rubens (Flemish, 1577-1640)*
L'Acrobat, *Marc Chagall (Russian, 1887-)*
Menorah, *David Palombo (1920-1966)*

Reel Eight
The Plantation, *Anonymous American (early 1800's)*
Woman with Red Hair, *Amedeo Modigliani (Italian, 1884-1920)*
Fur Traders Descending the Missouri, *George Caleb Bingham (American, 1811-1879)*
Still Music, *Ben Shahn (American, 1898-1969)*
Seven A.M. 1948, *Edward Hopper (American, 1882-1967)*
Creekbed, *Lou Eckert (American, 20th Century)*
The Scout: Friends or Enemies, *Frederic Remington (American, 1861-1909)*
William the Hippo (Sculpture) *Ancient Egypt*

Reel Nine
Nude Descending a Staircase No. 2, *Marcel Duchamp (French, 1887-1968)*
Mount Fuji Behind the Wave Off Kanagawa, *Hokusai (Japanese, 1760-1849)*
Horse Frightened by the Storm, *Eugene Delacroix (French, 1798-1863)*
Rebus, *Robert Rauschenberg (American, 1925-)*
Sampler Embroidered on Linen, *American Folk Art*
Las Meninas, *Diego Velasquez (Spanish, 1599-1660)*
Candlestick, *Early American Craft Item*
The Midnight Ride of Paul Revere, *Grant Wood (American, 1892-1942)*

Reel Ten
Venus de Milo (Sculpture) *Ancient Greece (Discovered 1820)*
The Moneylender and His Wife, *Quentin Massys (Matsys, Metsys) (Flemish, 1464/65-1530)*
Persian Helmet, *c. 1600 A.D.*
The Gulls, *Jan Horton (American, 20th Century)*
Hacha, *Pre-Columbian*
Dog with Flowers, *Anonymous American (early 1800's)*
Guernica, *Pablo Picasso (Spanish, 1881-1973)*
The American National Game of Baseball, *Nathaniel Currier (American, 1813-1888) James M. Ives (American, 1824-1895)*

Book, Look, and Listen

Thirty 10-minute color lessons
Primary
Teacher's guide

Produced by the Maryland State Department of Education (1977).

J. Worthington Book, Hector Projector, and Ethel Earphone are the stars of this series, created to arouse the interest of very young children in all forms of storytelling. Together they personify the reading of print, pictures, and sound. Meeting in a fanciful woodland setting, the three resolve situations related to the lesson concepts, through stories, filmstrips, book illustrations, songs, dance, and pantomime.

The series has an interdisciplinary structure, with emphasis on literature and reading (print and nonprint), early childhood education, understanding of cultural and ethnic minorities, career education, and environmental education. As children enjoy the lessons, they develop an appreciation of reading as an interesting activity.

LESSONS*

The lessons help children to develop:

1. **I Can Read** — the ability to read or interpret sounds, pictures, or stories without words.
2. **I'm Glad I'm Me** — an appreciation of themselves as unique individuals, each with different features and characteristics.
3. **Talent Show Today** — an awareness of individual talents and physical skills.
4. **Places, Places, Special Places** — the realization that children, as well as adults, often need a special place where they can be alone.
5. **Just Plain Rain** — ways of adapting to real, changing, and sometimes disappointing environmental conditions.
6. **Voice Your Choice** — the knowledge that some methods of solving social problems are more positive than other methods.
7. **Happy, Sad, Mad, Glad** — the ability to identify feelings as a first step in learning to manage emotions successfully.
8. **Sometimes Sad, But Mostly Glad** — the ability to recognize feelings in others.
9. **Paint Me a Mood** — the realization that moods can be created or induced by external forces.
10. **Find Out Fast** — an awareness of information sources and knowledge of how to locate information independently.
11. **Need It? Make It!** — the ability to create useful items from a wide range of materials.
12. **Fly a Kite!** — the ability to create toys from a variety of resources.
13. **Album of Families** — positive feelings and an appreciation of their own families and other families.
14. **House, Sweet Home** — the insight that, different as each may be, everyone's home is special to the individual.
15. **Poet? Racer? Dragon Chaser?** — some knowledge of the various occupations in which people are engaged.
16. **Do Not Feed the Animals?** — information about positive relationships with animals.
17. **Games, Games, Games** — an awareness of the literacy and cultural roots of many games.
18. **Pandas and Applesauce** — the ability to differentiate between fantasy and reality, and an appreciation of the need in life for fantasy and imagination.
19. **Imagine!** — a lasting appreciation of imaginary, fictional characters.
20. **Oh, What a Zany Zoo** — imagination through exposure to a collection of fanciful animals.
21. **All Time Favorites** — an understanding of why fables and folktales have been handed down and appreciated by many generations.
22. **The Wonderful Word and Wordless Story Wagon** — the ability to respond to language games with one word, a phrase, or complete sentence stories.
23. **Let's Pretend It** — the skills to create stories from a variety of sources.
24. **Rub-A-Dub-Dub** — the realization that one story may be illustrated in many ways.
25. **Sing a Song and Work Along** — the knowledge and skill to recognize and interpret the story lines in songs.
26. **Tone Tales** — the ability to associate stories and characters with orchestral music and single instruments.
27. **Dance Me a Story** — the ability to interpret stories told through dance.
28. **Mime Time** — the ability to interpret actions and expressions of a pantomimist as a storyteller.
29. **The Play's the Thing** — the skill to interpret story dramatizations and to follow the story line of a play.
30. **Stories, Stories, Stories** — a sense of personal accomplishment regarding their ability to read or interpret sounds, pictures, and stories.

*Times for programs in this series were unavailable at the time of publication.

bread & butterflies

Fifteen 15-minute color lessons
Intermediate
136-page curriculum guide

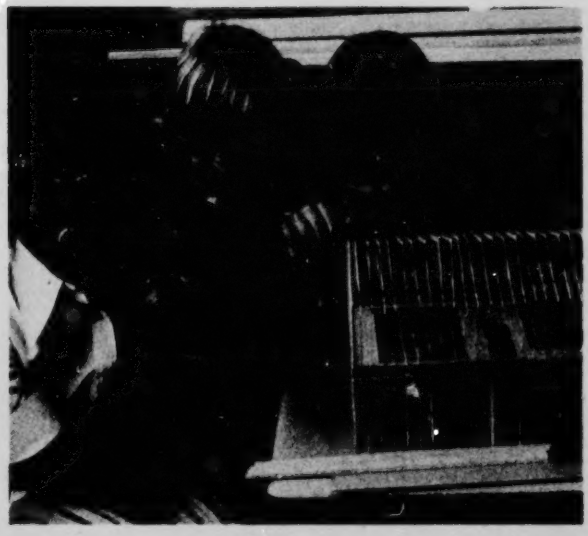
20-minute teacher program
15-minute informational program
Student Activities Workbook
Workshop Training Package

Developed through the resources of a consortium of thirty-nine agencies, organized and managed by AIT. Produced for AIT by NVETA, Annandale; KETC-TV, St. Louis; UNIT Productions, Salt Lake City; WHRO-TV, Norfolk; and Georgia Department of Education, Atlanta (1974).

Rental Fees: The complete course, including informational program and teacher's program, is offered for $1675.00 plus $28.75 for each 10,000 students.

Available for purchase on film and videocassette.

For related materials see pages 107-110



In programs that present situations from the child's perspective, BREAD & BUTTERFLIES gives children a clearer understanding of successful work behavior and the connection between school and the real world. It also encourages each child to develop his own special capabilities and goals. Winner of Certificate of Creative Excellence, U.S. Industrial Film Festival, 1974; Silver Award, International Film & TV Festival, 1975; and Ohio State Award, 1976.

Chief Consultants to AIT: James E. Bottoms, Ed.D., Director, Division of Program and Staff Development, Georgia State Department of Education; and W. Wesley Tennyson, Ed.D., Professor of Educational Psychology, University of Minnesota.

LESSONS

1. **Trea$ure Hunt** *(Self-Independence and the Economic System)*—Ernie, Monica, and Bill want to go to a carnival, but each must earn money to pay for it. (14:40)
2. **Work Means** *(Why People Work)*—A junior high school girl, doing research for a report, discovers that work means different things to different people. (14:25)
3. **Me, Myself & Maybe** *(Self-Clarification)*—DeAnne overcomes her lack of self-confidence at school when her Aunt Cathy helps her learn some new skills. (14:30)
4. **Decisions, Decisions** *(Decision-Making)*—Tommy must decide whether he wants to continue his friendship with Joey, a misfit shunned by the other boys. (14:17)
5. **School & Jobs** *(Relationship—School, Work, and Society)* This program looks at activities, roles, and personalities in a hospital, a factory, and a general store, and compares them to those of a school. (14:32)
6. **Taking Care of Business** *(The Responsible Self)*—David begins to neglect his responsibilities at home when he starts mowing lawns to earn extra money. (14:43)
7. **I Agree . . . You're Wrong!** *(Interpersonal Skills)*—Mattie, a movie director, and Vince, a cameraman, have a hard time seeing eye-to-eye about how a certain scene should be filmed, and communication ceases. (14:35)
8. **Success Story** *(What Is Success?)*—This is a true story about Dave, who owns a leather shop where he makes and sells his work, and who has learned to define success in his own terms. (14:31)
9. **The Way We Live** *(Life Styles)*—In this documentary, the members of a West Virginia family reveal the values that shape their lives—their attitudes toward work, home life, and leisure activities. (14:28)
10. **Planning Ahead: The Racer** *(Shaping One's Destiny)*—Johnny's dreams of building a soap box racer are not realized until he learns to use equipment properly and to plan ahead. (14:18)
11. **Things, Ideas, People** *(People at Work)*—Three children who think their father has lost his job make lists of job possibilities, classifying them as jobs working with things, people, or ideas. (14:33)
12. **People Need People** *(Interdependency of Workers)*—From trapeze artists to construction workers, this documentary shows examples of positive dependent and interdependent relationships in work and leisure activities. (14:30)
13. **Our Own Two Hands** *(Human Dignity)*—Members of the Holland family, who live on and work a small pig farm, are enthusiastic about having a farm that thrives by "our own two hands." (14:26)
14. **Power Play** *(Power and Influence)*—In this fantasy, a group of rebels create confusion after the school principal announces that the adults will leave the building and the students will take over all responsibilities. (14:20)
15. **Choosing Changes** *(Freedom To Hope, To Choose, and To Change)*—This is the true story of Barbara, an engineer in oceanography, who had the confidence in herself to overcome challenges that others thought would be too difficult for her. (14:24)

Breakthru

Ten 17 to 23-minute color lessons in two modules
Intermediate
20-page teacher's guide

Produced by TRAFCO, Program Council, United Methodist Church (1971).

Cheating, insecurity, sibling rivalry, conflicting codes of behavior, and stealing are some of the social or moral problems dealt with in this series of thought-provoking dramatizations. Viewers are invited to identify with the characters and project themselves into the situations. The series helps students gain a clearer perspective on their personal experiences, look seriously at the kinds of choices available to them in their own lives, and seek values that promise positive satisfaction and fulfillment.

LESSONS

Module A

1. **Big Deal**—Pete and a friend consider hiding another boy's model boat so that their entry will have a better chance of winning first prize in the hobby show. (16:52)
2. **Feud on Third Avenue**—When a rivalry for the class presidency develops into a destructive feud, Lissa begins to understand the infectiousness of hatred. (21:48)
3. **New Neighbors**—When Buck befriends new neighbors from the country despite the taunts of the neighborhood gang, the members of his family realize their own attitudes have been narrow. (18:23)
4. **Nightmare Chaser**—Moving to a new home causes three children to become uneasy about their surroundings. A cat helps them deal with fear and insecurity. (17:05)
5. **The Plain White Envelope**—Steve finds an envelope containing the words for the sixth-grade spelling bee, and must decide either to go ahead and cheat or to disqualify himself. (19:20)

Module B

6. **Goof**—Henry seems to have the knack of doing things the wrong way. When Pam's favorite hamster is missing, she assumes that Henry is responsible. (17:24)
7. **The Haunted House**—Jo, Cynthia, and Jennie sneak into a vacant house and find themselves locked in. When rescued, the girls are convinced of the need for authority and guidance. (21:46)
8. **Talking Hands**—Ruth learns hand language to converse with her deaf aunt, and discovers an important lesson about developing one's talents. (22:48)
9. **The Thief**—Mike's claim that taking books from the school library is not stealing because "nobody's getting hurt," is challenged when Frank dares him to steal a transistor radio. (19:54)
10. **The Trouble With Eunice**—Eunice, who dyed her hair red because her gang decided that was the thing to do, learns how to resist when group pressure and personal standards conflict. (18:00)

Children of the World

Six 30-minute color lessons
Intermediate
20-page teacher's guide

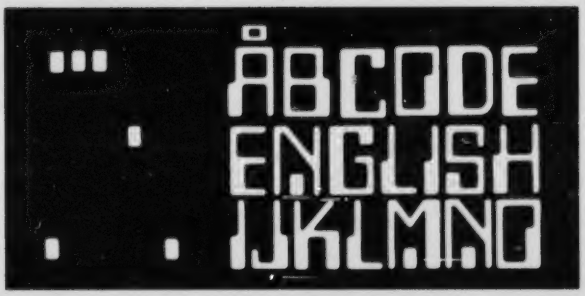
Produced by NET, in cooperation with the Canadian Broadcasting Corporation and UNICEF (1969).

Journeys into the homes and personal lives of children in Brazil, Guatemala, Dahomey, Somalia, Nepal, and Thailand introduce American youngsters to the customs, problems, and challenges faced by people in different nations. The series fosters tolerance, empathy, and the ability to generalize as it explores cultural similarities and differences. In addition to increasing children's awareness of the world around them, CHILDREN OF THE WORLD can be used to help improve their writing, speaking, and observation skills.

LESSONS

1. **Brazil**—Takes a journey with Giardel Francesco Andrade, a thirteen-year-old boy who searches for his father in the mountains and jungles of Brazil. (27:22)
2. **Guatemala**—Accompanies Norberta and Herlinda on an adventure in the highlands of Guatemala. Shows the activities surrounding a festival. (27:20)
3. **Dahomey**—Examines various African life styles while exploring the people's struggle to survive and their desire for change. (28:29)
4. **Somalia**—Focuses on nomadic life in Somalia. Discusses the traditions of family and religious life there. (28:09)
5. **Nepal**—Tours Nepal with a young boy, Uttum Baniya Chhetri. Investigates the changing religious concepts of the people. (28:27)
6. **Thailand**—Follows the experience of Lahor, a twelve-year-old boy. Shows life aboard a barge on the Chao Paya River. (28:29)

Code / English



Fifteen 20-minute black and white lessons
Intermediate, junior high
90-page teacher's guide

Produced by KQED Educational Services, San Francisco (1970).

Concrete and practical questions about language ("Who messed up our spelling and why don't we change it?" "What's such a big deal about the dictionary?" "Which language is the best?") are discussed from the perspective of English as a code—a system of signals and rules for sending and receiving messages. Programs cover the history and dynamics of written and spoken English, introduce the study of linguistics without technical jargon, promote greater awareness of language, and demonstrate the importance of clear language for effective communication.

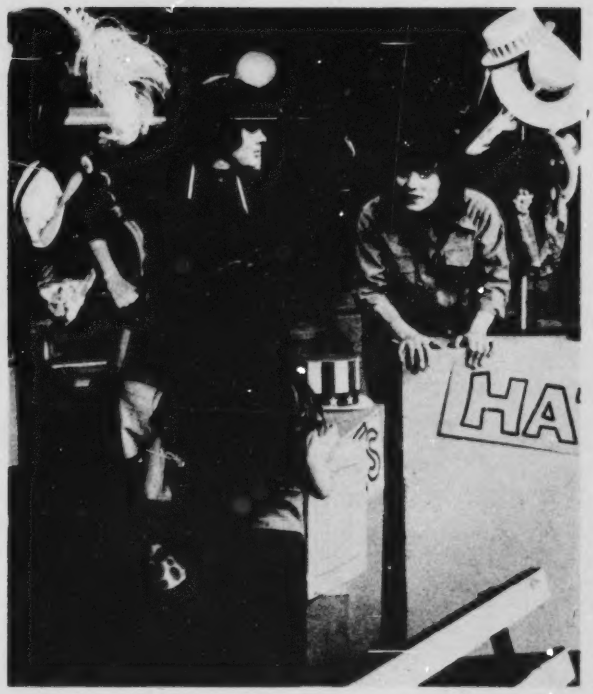
Bob Smith, author and teacher of CODE/ENGLISH, has taught linguistics, English, Philosophy, psychology, education, Latin, and mathematics. His own educational background includes advanced degrees from Gonzaga University and the University of Michigan.

LESSONS

1. **OWR/Our DUH-BL/Double KOHD/Code**—Codes rely on signals and rules for meaning. The movement from thought to speech to writing is illustrated with the use of a simulated computer. (19:45)
2. **Three (To-Two-Too)'s in English**—This program emphasizes the basic principles of the English code system. (19:32)
3. **Codes for Communicators**—An addition to the computer makes it possible to extend the recoding of written forms of language into Braille, semaphore, Morse code, and shorthand. (19:22)
4. **The Perfect Letter** (Alphabet)—The alphabet works as a set of code signals to represent sounds of spoken English. (19:25)
5. **Smashup!** (Puns & Homophones)—What effective communication owes to clear language is evident in problems caused by conflicting code signals. (19:39)
6. **Bellows, Reed, & Stoppers** (Phonetics)—Human physical equipment works as a code machine to produce the sounds of speech. (19:36)
7. **Magazine & Maggiebean** (Spelling)—Despite the fact that parts of English spelling are disorderly, learning to spell is by no means hopeless. (19:29)
8. **Chop . . . Drop . . . Mark** (Abbreviations)—Many parts of written English are recoded into abbreviated forms. (19:26)
9. **Logograms R = 2 Words** — The study of word-signs introduces a form of English that is not spelled—numbers and other symbols. (19:30)
10. **Cowboys & Codebooks—The Language Library**—All kinds of language books are useful—the dictionary in particular. (19:15)
11. **The Alphabetical Everything** (Dictionary)—A good dictionary can provide practical information at each level of the English code system. (18:29)
12. **Music! Music? Music.** (Punctuation)—Forms of punctuation translate into writing the "music" of speech—the patterns of stress, pitch, and timing. (19:28)
13. **gnitirW fo yrotsiH/History of Writing**—This program reviews the major steps in the history of writing—from Egypt to Asia Minor, to Greece, to Rome, and through France to Britain. (19:38)
14. **Wryte It Rihte!** (Spelling History)—A brief history of the English language, introduces the troublesome discrepancies of spelling. (19:29)
15. **Code/English Clinic Quickie Contest**—The potential of the "Code/English" approach is explored in a wide-ranging exchange about the nature of language. (19:39)

Common Cents

Five 15-minute color lessons
Primary
Teacher's guide
Produced by KETC-TV, St. Louis (1977).
Available on videocassette.



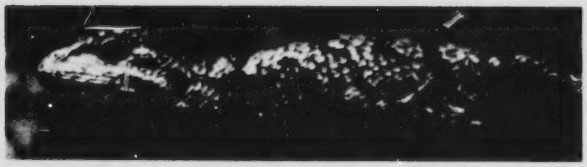
People depend on one another in many ways; this series focuses on the economic interdependence of people. It presents economic concepts in terms that young children can relate to their own lives. The lessons use a variety of techniques, puppets, skits, animation, songs and film segments to explain basic economic concepts and to stimulate classroom discussion and activities.

LESSONS*

1. **Trading** — Introduces the concept of trading, defines goods and services, and discusses barter and money as systems of exchange.
2. **Producers and Consumers** — Compares the roles of producers and consumers, defines income, and discusses the value of productive work.
3. **Choices** — Explores the concept of economic choice; examines decisions involved in spending, use of resources, and saving; and emphasizes the idea that wants and needs must be balanced against a cost factor.
4. **Prices** — Looks at the elements that determine how much goods and services cost; introduces the concept of expenses, supply and demand, and competition; and considers how prices change.
5. **How Money Works** — Shows many ways that money circulates; explains the use of checks, credit cards, and bills; and points out how taxes provide public goods and services.

*Time for programs in this series were unavailable at the time of publication

Community of Living Things



Thirty-two 20-minute black and white lessons in five modules
Junior high
60-page teacher's guide

Produced by Hampton Roads Educational Television Association, WHRO-TV, Norfolk (1970).

By means of field trips, close up photography, and microphotography, this series transports viewers to remote regions where they can inspect at close range more than 150 species of living organisms. Programs explore the ecology of various natural habitats, studying the environmental adaptions of organisms, the interdependence of living things, and the ways in which man has upset this balance. By tracing the energy flow within several habitats and examining the characteristics of the living things found in each, students also develop scientific skills of observation and analysis.

Larry Crum is the teacher for COMMUNITY OF LIVING THINGS and the author of its teacher's guide. Mr. Crum holds a master's degree from the College of William and Mary. Before becoming a studio teacher and producer for the Hampton Roads Television Association, he taught biology and earth science in the public schools.

LESSONS

Module 1: EXPLORING OUR ENVIRONMENT

1. **Techniques for Exploration**—Emphasizes sight, hearing, and the reasoning process. Introduces graphs as a means of making data more meaningful. (19:31)
2. **Life and Nonlife**—Compares living things with non-living materials. Introduces viruses as possible bridges between life and nonlife. (19:32)

Module 2: EXPLORING DIFFERENT ENVIRONMENTS

3. **Ecology of a Lake: Its Microorganisms**—Introduces single-celled life found in a lake—diatoms, euglena, stentors, and vorticellids. (19:30)
4. **Ecology of a Lake: In and Out of Water**—Considers organisms that exist on land or in air as well as in the lake—dragonflies, mayflies, algae, and turtles. (19:30)
5. **Ocean Bottoms**—Examines life found on ocean bottoms—sea slugs, starfish, sea urchins, and sea cucumbers. (19:29)
6. **Salt Marsh Ecology**—Examines life in a salt marsh. Looks at mud flats inhabited by fiddler crabs, mussels, sandworms, and sea anemones. (19:30)
7. **Marshy Terrain**—Explores life that bridges land and fresh water—liverworts, mosses, salamanders, and frogs. Outlines the moisture demands of marsh life. (19:32)
8. **Bogs: Carnivorous Plants**—Investigates life that has adapted to the hydrogen-deficient soil of a bog. Examines carnivorous plants. (19:33)
9. **Life within the Topsoil**—Examines life in the soil by looking at soil organisms: snails, slugs, spiders, millipedes, and earthworms. (19:30)
10. **Desert Terrain**—Contrasts dry with moist land. Presents the desert tortoise, tarantula, cacti, and various lizards. (19:30)
11. **Community Changes**—Investigates community changes, succession, and climax, as well as adaptations to change of seasons. (19:30)

Module 3: DYNAMICS OF LIVING THINGS

12. **Leaves and Photosynthesis**—Examines the way leaves adapt to captura the sun's energy. Describes briefly the process of photosynthesis. (19:31)
13. **Food Getting**—Shows how animals directly or indirectly rely on the energy captured through photosynthesis. Considers the process of ingestation. (19:30)
14. **Activity of Life**—Considers the utilization of energy in animal and plant life. Illustrates locomotion and inconspicuous energy utilization. (19:33)
15. **Inactivity of Life**—Investigates organic inactivity caused by lack of moisture. (19:32)
16. **Decomposers: Mushrooms**—Investigates the value of decomposers. Stresses mushrooms and their role in the decomposition process. (19:32)
17. **Types of Cells**—Investigates plant and animal cells and searches for differences between them. Shows that cells have specific features for specific functions. (19:30)
18. **Transportation in Living Things**—Investigates how the needs of life are sustained in the most simple and most complicated organisms. (19:31)
19. **Growth and Life Span**—Considers growth in a variety of organisms. Discusses regeneration of parts and death. (19:31)
20. **Sensitivity**—Observes plant and animal reactions to three specific stimuli—light, gravity, and touch. (19:29)
21. **Reproduction: Asexual**—Examines budding in hydra and yeast, gemmules in sponges, and spores of ferns. (19:30)
22. **Reproduction: Sexual**—Considers sexual reproduction in both plants and animals. Compares the fertilization process in plants to that in animals. (19:28)

Module 4: INTERRELATIONSHIPS

23. **Internal Parasites: Worms**—Concerns the relationship between parasitic worms and their hosts. Examines liver flukes, hookworms, and miscellaneous round and flat worms. (19:33)
24. **Saprophytes and Scavengers**—Considers the plant and animal life that cleans up the environment. Investigates various saprophytes and observes scavengers vital to various habitats. (19:30)
25. **Colonial Organisms**—Surveys a variety of colonial organisms, from colonial protozoans to bryozoans and coral, to social insects. (19:31)
26. **Eater and Eaten**—Shows how the hunter adapts to catch the prey. Stresses population balance. (19:30)

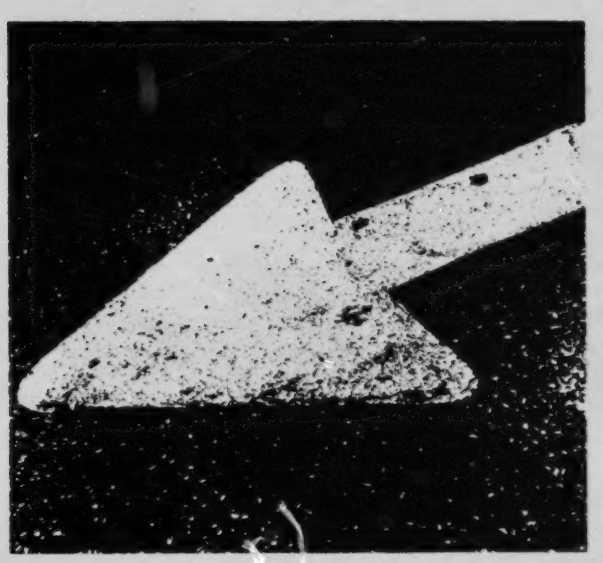
Module 5: MAN AND HIS ENVIRONMENT

27. **Water Pollution**—Shows the effects of various water pollutants on living things and investigates what can be done to alleviate the pollution problem. (19:31)
28. **Air Pollution**—Explores the pollutants in the atmosphere, and discusses why some places have a more serious air pollution problem than others. (19:32)
29. **Land Pollution: Garbage**—Examines trash garbage for most common items. Visits disposal areas and considers careful planning to alleviate future problems. (19:30)
30. **Noise Pollution**—Centers on the increasing problem of noise in the environment. Shows the damage that sound can cause. (19:32)
31. **Use and Replacement of Trees**—Visits a lumber company and papermill. Shows conservation methods of tree replacement. (19:30)
32. **Endangered Species**—Studies the various vertebrates whose existence has been or is being threatened. Discusses ways to protect wildlife habitats. (19:30)

Contemporary Poetry

Six 20-minute color lessons
Junior high, senior high
24-page teacher's guide

Produced for VITA by KCRA-TV, Sacramento (1972).



Rock music and neon lights, bumper stickers and billboards—these are some of the modern forms poets use to explore and express themselves. This series focuses on contemporary poetry and the social forces which have engendered it. The poetic devices of ambiguity, paradox, imagery, and symbolism are discussed; the functions of poetry and science are compared; and the relationship between self-expression and mental health is examined. A rock group (Redwing) tells how its songs are born, and rock music authority Ralph Gleason comments.

LESSONS

1. **A Happening**—A light, quickly-paced look at poetry, and an introduction to the concepts of ambiguity, paradox, and imagery. (18:32)
2. **Four Poets and Other Ideas**—A comparison of poetry and science, exploring the relationship between science, poetry, and human experience. (19:23)
3. **Other Ideas and Four Poets**—A discussion of the relationship between self-expression and mental health, built around the experiences of four student poets, a psychologist, and an English professor. (19:35)
4. **Rock Poetry**—A lively investigation of the poetry of contemporary rock music with Redwing, a rock group, and Ralph Gleason, music editor of the San Francisco Chronicle. (19:29)
5. **Different Means to the Same End**—A survey of contemporary poetic expression and communication—from billboards and bumper stickers to modern dance and film. (19:26)
6. **Symbols**—A survey of familiar American sights and sounds that help students relate symbolism to their own lives. (19:03)

Contract!

Fifteen 20-minute color lessons
Junior high, high school
Teacher's guide

Produced by Kentucky Educational Television (1977).

This series is presented in a game show format, but it is no ordinary game show. The contestants are not housewives or salesmen; they are young teenagers with reading problems. There is no competition for vacations or other big prizes: instead there is practice in basic reading skills. Contestants and the classroom audience answer questions that require them to practice comprehension and study skills and help them with vocabulary development.

Each program features a host, two teams, and a studio audience. The host asks questions based on reading materials covering topics of interest to the students. Reading passages introduce ideas on how to deal with real-life situations — like budgets, legal problems and family relations.

LESSONS*

1. **Fact**
2. **Fiction**
3. **Reference (Find It)**
4. **Hobbies**
5. **Sports**
6. **Driving**
7. **Accidents**
8. **Legal or Illegal**
9. **Money**
10. **Drugs & Alcohol**
11. **Health**
12. **Marriage**
13. **Family Relationships**
14. **Music**
15. **Careers**

*Times for the programs in this series were unavailable at the time of publication.

Creative Dramatics

Nine 20-minute student lessons
Nine 30-minute teacher programs
Intermediate
Teacher's guide

Produced by NEWIST, Green Bay (1977).

Available on videocassette.

This series, which emphasizes drama as a communications skill rather than an art form, is designed to improve the quality of instruction in many subject areas, especially language arts and social studies. It is a developmental, process-oriented series that helps students become more self-aware and creative through the stimulation of ideas and feelings. Each title has both a student lesson and a teacher lesson. Student lessons provide a wide variety of stimuli that involve children in creative and dramatic processes; teacher lessons concentrate on showing examples of actual classroom responses to the student lessons.

LESSONS*

1. **Relaxation and Imagination** — Introduces drama as a means of communication, begins the relaxation process, and provides several imagination-stretching experiences. Teacher program shows actual classroom demonstrations of beginning techniques. (Teacher program — 28:31; student lesson — 18:28)
2. **Pantomime — Large and Small Action** — Shows some of the actions pantomime can express and involves students in their own pantomimes. Teacher program demonstrates activities and suggests possible uses for pantomime in language arts and social studies. (Teacher program — 26:37; student lesson — 18:33)
3. **Senses — "Do You Remember?"** — Introduces a game called Do You Remember? as an aid to exploring the senses. Teacher program demonstrates sensory exercises and the use of sensory recall as a classroom tool. (Teacher program — 26:14; student lesson — 18:30)
4. **Emotions — "Do You Remember?"** — Focuses on using imagination and pantomime to recall certain sensory and emotional experiences. (Student lesson — 18:28)
5. **Improvisation** — Pulls together previously learned techniques to invent reactions to dramatic situations.
6. **Dialogue** — Concentrates on expanding the verbal dimensions of dramatic situations. (Student lesson — 18:30)
7. **Characterization** — Uses improvisation and dialogue to create character.

8&9. **Dramatization 1 and 2** — Emphasize the uses of dramatization in language arts and social studies.

(Lessons 4-9 were still in production at the time this publication went to press.)

*Times were unavailable for some programs in the series at the time of publication.

Discussing Controversial Issues

Four 20-minute color lessons
Senior high, teacher in-service
146-page teacher's handbook, coordinator handbook, student handbook

Produced by the Far West Laboratory for Educational Research and Development, San Francisco (1976).

Available on film and videocassette.

Group discussion is a central teaching technique for helping students come to grips with issues and the differences in values that underlie them. DISCUSSING CONTROVERSIAL ISSUES simultaneously trains high school teachers and their students in discussion skills and techniques. For the teacher, the goal is to become an effective discussion moderator, able to stimulate open exchange of views in the classroom without indoctrinating or imposing value judgments. For the student, the goal is to become an active discussion participant—to develop insights into his own opinions, understand the opinions expressed by others, and form a rational basis for choosing between alternatives. The series can be integrated into the regular curriculum (in English or social studies, for example) or handled as a separate unit, and is appropriate for use in both pre-service and in-service training.

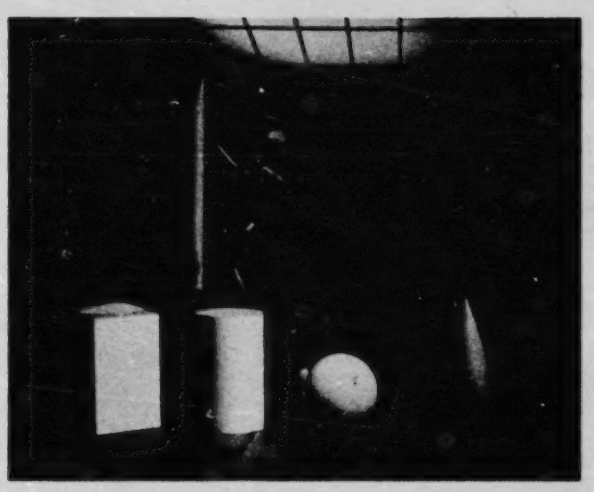
LESSONS

1. CREATING AN OPEN DISCUSSION (18:24)
2. THE IMPORTANCE OF LISTENING (18:20)
3. UNDERSTANDING DIFFERENT POINTS OF VIEW (18:55)
4. EVALUATING YOUR DISCUSSION (15:57)

The Draw Man

Thirty-two 15-minute color lessons
Intermediate, junior high
6-page combination teacher's guide and fact sheet

Produced by KOKH-TV, Oklahoma City Public Schools (1975).



A few well-placed lines on a sheet of clean white paper, and what emerges? A lumbering dinosaur, a glowering gorilla, an enormous crowd, a silly cartoon character, or any of a host of other objects, each intended to motivate children to get into the drawing act. Individual lessons demonstrate useful techniques for drawing specific kinds of things. Some viewers can't resist drawing along, while others prefer to watch first and create later. Since art is a personal activity, viewers are encouraged to experiment and to develop their own unique styles.

Paul Ringler, professional artist, provides students with clear and uncomplicated demonstrations in the art of drawing. Currently the Director of Broadcasting for the Oklahoma City Public Schools, he has extensive experience as a television art teacher, a graphics consultant, and a classroom art teacher. Mr. Ringler was the artist for "Exploring Our Universe," a nationally syndicated cartoon strip about elementary science.

LESSONS

1. **Introduction to Drawing**—The history and uses of drawing. (13:13)
2. **Building a Picture**—Conceptualizing and drawing a picture. (13:28)
3. **Birds**—Drawing birds. (13:30)
4. **Faces**—Drawing faces. (13:51)
5. **Expressions**—Shaping features to express emotion. (13:50)
6. **Halloween**—Creating atmosphere. (13:50)
7. **Figure Drawing**—Dividing the figure into simple parts. (13:30)
8. **Blips**—Creating simple action silhouettes. (13:50)
9. **Figures in Action**—Suggesting action by changing the placement of body parts. (13:50)
10. **Thanksgiving**—Developing an illustration by arranging people, settings, and costumes. (13:36)
11. **Crowds, Groups, Herds, and Flights**—Creating the illusion of many. (14:05)
12. **Deer**—Drawing deer as they stand, run, and walk. (14:13)
13. **Christmas**—Drawing or painting an outdoor Christmas scene. (13:30)
14. **Distance—Overlapping—Shadow**—Creating the illusion of depth. (14:09)
15. **The Basic Shapes**—Geometric forms used to visualize objects. (12:29)
16. **The Sphere**—A shape frequently found in common objects. (13:52)
17. **The Cylinder and the Cone**—Two shapes often hidden in common objects. (13:42)
18. **The Block and Pyramid**—Square or rectangular shapes found in familiar objects. (13:50)
19. **Cartoon Faces**—Creating funny faces and bodies in funny situations. (13:53)
20. **Cartoon Figures**—Telling funny stories with funny drawings. (13:43)
21. **Dinosaurs**—Drawing dinosaurs. (13:53)
22. **Elephants**—Drawing elephants. (13:47)
23. **The Gorilla**—Drawing a present-day "monster." (13:46)
24. **Cars**—Designing a regular car or a racer. (13:52)
25. **Cars, Three-Quarter View**—Drawing three-dimensional cars. (14:08)
26. **Horses**—Drawing horses. (13:42)
27. **Horses in Action**—Creating drama in pictures featuring horses. (14:13)
28. **Figures in Costume**—Adding period costumes to figure drawing. (14:01)
29. **Lions**—Drawing a lion's head. (13:56)
30. **Water**—Drawing water. (13:51)
31. **Shadow**—Forming shadows. (13:50)
32. **Westward Ho**—Applying many of the preceding lessons to a "Western" scene. (13:47)

Drugs: The Children Are Choosing

Seven 30-minute color lessons
Teacher in-service
40-page manual

Produced by KQED Educational Services, San Francisco (1970).

Drug experts, school administrators, psychiatrists, ministers, teachers, and students come together to present vital information about drugs and drug abuse, and to stimulate awareness and understanding of drug use today. These programs describe efforts at drug education and stress the importance of open communication with the young. Designed for parents, teachers, and other concerned adults, the course looks at all sides of the drug question, allowing each viewer to reach his own conclusions.

Dr. James Fadiman, past president of the Transpersonal Institute, Alternative University Model, Palo Alto, California, has worked as a consultant, lecturer, writer, and teacher. He has been assistant editor of the *Journal of Transpersonal Psychology* and associate editor of the *Journal of Humanistic Psychology*. Dr. Fadiman received his doctorate in psychology from Stanford.

LESSONS

1. **Understanding the Issues**—Presents a variety of expert opinions and student viewpoints about today's drug problem. Examines accessibility of drugs, and legal implications of possession and use. (28:48)
2. **The History and Allure of Drugs**—Investigates the value placed on drugs by primitive and modern civilizations. Defines selected drugs. (24:07)
3. **Drugs and Drug Effects**—Discusses the misuse of glue, marijuana, barbituates and alcohol. Describes drug classifications and the physiological, psychological, and social factors of drug use. (28:28)
4. **Cultural Factors in Drug Use**—Simulates situations in which children sniff glue, smoke, see adults take drugs, and experiment with marijuana. Comments on the effectiveness of drug education for children. (24:55)
5. **The Need for a Dialog**—A group of students, a psychiatrist, a minister, two school administrators, and several teachers discuss drug abuse. (30:00)
6. **What Some Are Doing**—Describes the efforts of two school districts to develop drug education programs. Emphasizes the need for community commitment. (28:22)
7. **Toward More Effective Communication**—Stresses that communication between social, civic, and educational groups and young people is the priority point in the issue of drug abuse. (29:25)

Economics and the Public Interest
(Economics I)

Fifteen 30-minute black and white lessons
Post-secondary
8-page syllabus

Developed for the U.S. Navy by the Commission on Extension Courses, Harvard University. Produced by WGBH-TV, Boston (1967).

The course introduces economic analysis and its application to the major economic issues confronting The United States and the world. The purpose is to give students tools for making informed judgments about such vital matters as unemployment, inflation, competition, and growth.

The lectures have been prepared and presented by Dr. Richard T. Gill, author of *Economics: a Text with Readings* (Pacific Palisades: Goodyear Publishing Co., 1973), and member of the New York Opera Company; formerly Lecturer on Economics, Harvard University.

LESSONS

1. **The Economic Problem**—Introduces the study of Economics, describes economic problems in terms of the scarcity of resources, and illustrates uses of a production-possibility curve. (29:02)
2. **The Market Economy**—Describes the workings of a market economy, and explains the relationship between demand and supply curves. (28:45)
3. **Marxist Economics and the Planned Economy**—Reviews Marxist criticism of the market economy, and describes the planned economy in Russia and China today, noting its advantages and its inefficiencies. (28:45)
4. **The Mixed Economy: Public Sector**—Investigates the role of government in the mixed economy of the United States. (28:30)
5. **The Mixed Economy: Private Sector**—Studies the roles of oligoplistic industries and organized labor in the American economy, and describes how anti-trust laws and labor legislation help protect the public interest. (29:19)
6. **Unemployment and the Keynesian Revolution** —Discusses the general problem of how the aggregate level of economic activity in an economy is determined in the short run, noting in particular unemployment. (28:47)
7. **The Concept of GNP**—Defines the Gross National Product and considers each of its components: Consumption, Investment, and Government Expenditure. (28:45)
8. **Theory of National Income Determination**—Explains and illustrates a theory for determining the national income. (28:56)
9. **Fiscal Policy**—Describes how various combinations of tax and governmental expenditure policies make up a country's "fiscal policy." (28:55)
10. **The National Debt**—Explores the relationship of the indebtedness of the federal government to the American economy as a whole. (28:53)
11. **Money and Monetary Policy**—Considers how the actions of government in affecting the supply of money and the conditions of borrowing in the economy influence the short run level of national income. (28:50)
12. **Inflation**—Discusses causes and effects of moderate inflation and suggests employing all useful measures—monetary policy, fiscal policy, and wage-price guide posts—when inflation threatens. (28:55)
13. **International Trade**—Investigates how the operation of monetary and fiscal policies becomes complicated when balance of payments regarding imports and exports must be taken into account. (28:55)
14. **Economic Growth**—Considers factors contributing to long-run expansion of national income: population growth, capital accumulation, and technical change. (29:00)
15. **Underdeveloped Countries**—Studies the special problems faced by underdeveloped countries in achieving an industrial revolution. (28:55)

En Français

Twenty-six 15-minute color lessons
Senior high, post-secondary
Teaching package—including teacher's manual, student manual, supplementary reading material, filmstrip, student records and audio tapes

Produced by the Ministry of Foreign Affairs, France (1970).

Produced and filmed in France, this series is designed for college and high school students with one to one-and-a-half years of French instruction, and for those reviewing their knowledge of French. Using authentic French costumes and decor, the course presents a series of humorous vignettes depicting contemporary middle-class life and values, that help viewers develop a working knowledge of conversational French. Speech constructions and vocabulary taught in the series were chosen as a result of a study commissioned by France's Ministry of National Education to determine essential language skills needed by the average foreigner.

LESSON FORMAT: Each lesson consists of four parts: two short sketches, an interlude between the sketches and a concluding dialog. The first sketch, usually a situation comedy in a bourgeois setting, introduces the vocabulary and grammatical constructions emphasized in the lesson. An interlude follows, in which a school boy describes a picture using the grammar and vocabulary introduced in the first sketch. The second sketch repeats the vocabulary and constructions in a new context. The concluding dialog is a review.

LESSONS

Part One: **ESSENTIAL ELEMENTS**

1. **The Bridge**—Tours a countryside bridge and the bridge at Tancarville, Europe's largest suspension bridge. (13:00)
2. **Black and White**—Features a typical market place and the studio of a great fashion designer. (14:01)
3. **Rosé**—Takes place in a small country restaurant and in an elegant restaurant along the Seine. (12:45)
4. **The Head and the Legs**—Contrasts physical education at a small country school and at the Ecole Superieure d'Education Physique at Châtenay-Malabry. (13:00)
5. **Women Do Know About Mechanics**—Involves a housewife whose car and vacuum cleaner break down and a woman engineer at the Center of Nuclear Studies at Saday. (14:12)
6. **Smile! Don't Move!**—Shows a photographer at a village fair and a cameraman shooting a historical film at the fifteenth century castle at Pierrefonds. (13:51)
7. **Who Broke It?**—Features a glassmaker's studio in which a country priest's broken stained glass window is fixed. (12:43)
8. **For Rent**—Tours a country farm and a new skyscraper apartment in Paris. (13:26)
9. **Here Is Some Fruit**—Reveals the secret of French jam and shows how orchards are cared for. (13:01)
10. **By Car**—Contrasts an antique car enthusiast with a test driver (13:27)
11. **By Plane**—Contrasts a small private plane and a commercial airliner at Orly Airport in Paris. (12:12)
12. **Writing and Speaking**—Involves two feuding neighbors and a dramatic sequence at the French Space Telecommunications Center at Pleumeur-Bodou in Brittany. (14:01)
13. **Good Weather Follows the Rain**—Contrasts a garden on a small country estate with the magnificent gardens of Versailles. (13:23)

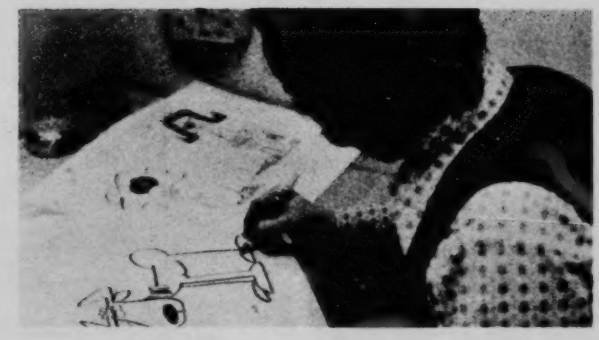
Part Two: **TEMPORAL RELATIONSHIPS, LOGICAL RELATIONSHIPS**

14. **Animals**—Concerns a family home which is becoming a menagerie and the park of the Chateau de Thoiry. (13:39)
15. **Antiques**—Features the Vaison-la-Romaine, an old Roman town and an antique shop near the Louvre. (14:47)
16. **A Little Boat**—Contrasts a pond on the Ile-de-France and a school near Grenoble where the world's most unnavigable waterways are reconstructed in miniature. (14:01)
17. **Music**—Shows a traditional dance in a country town and tours a recording studio at the Office de Radio et Télevision Française. (16:12)
18. **Masculine and Feminine**—Presents two humorous sketches involving the opposite sexes. (14:44)
19. **Telescopes**—Visits a hilltop overlooking the countryside and the Observatory of Saint-Michel-de-Provence. (15:27)
20. **Practice Makes Perfect**—Concerns an engineer in the Allevard steel works and a village blacksmith who has run out of horses to shoe. (13:16)
21. **Bowling and Balls**—Shows a game of "boules," and a golf game near Paris. (14:36)
22. **Perfumes**—Lead a young couple to the altar and provide an anniversary present. (14:15)
23. **Dividing the Water**—Takes place in the upper valleys of Comtat Veniassin and the pumping station at Pichegru. (14:55)
24. **Notice to the Public**—Occurs on Bastille Day. (14:56)
25. **On the Roof**—Involves a chief electrician and a chimney repairman. (15:40)
26. **Let's Dance**—Features a folklore dance company and a rehearsal at the Maison de Culture at Grenoble. (13:50)

Explorers Unlimited

Thirty-three 15-minute color lessons
Primary, Intermediate
36-page teacher's guide

Produced by WVIZ-TV, Cleveland (1971).



There is nothing like a field trip to develop new concepts and broaden vocabulary. In this series the camera transports youngsters to seldom available or even inaccessible locales, where they can do such things as explore the inner workings of a skyscraper, tour the Cuyahoga River on a fireboat, watch batting practice and other preparations for a major league baseball game, wander through Death Valley, or see the step-by-step production of a magazine or movie. The programs are intended to enrich, but not to replace, personal experience.

Ruth Kotila, the television teacher, has been teacher-producer of several field trip series for WVIZ-TV, Cleveland, including OTHER FAMILIES, OTHER FRIENDS, a companion series to EXPLORERS UNLIMITED. Ms. Kotila is a graduate of Allegheny College and has taught elementary grades in the Bedford, Ohio, city schools.

LESSONS

1. **Skyscraper**—Explores the inside operation of a skyscraper in Cleveland. (14:31)
2. **Port of Call**—Summarizes the role of the Great Lakes as a transportation link. (14:26)
3. **City River**—Tours a city river aboard a fireboat. (14:15)
4. **Maize in Metal**—Visits a food canning company to show the complexity of the food industry. (14:21)
5. **Arch of Coal**—Observes coal handling at the Penn Central docks in Ashtabula, Ohio. (14:18)
6. **A Phoenix Rises**—Demonstrates the value of the scrap metal industry as it conserves and reclaims waste material. (14:43)
7. **Salt of the Earth**—Visits a salt mine in Cleveland to examine methods of extracting salt. (14:37)
8. **Community Hospital**—Offers a behind-the-scenes look at a community hospital. (14:25)
9. **Frontier Shoemaker**—Watches an experienced shoemaker as he demonstrates how shoes were made by hand in colonial times. (14:29)
10. **From Sand to Glass**—Visits a glass factory to see how raw materials are transformed into glassware. (14:34)
11. **In the Heart of the Rock**—Travels to Zane Caverns to learn how a cavern is formed by natural water action. (14:45)
12. **Basic Oxygen Furnace**—Examines a basic oxygen furnace used in making steel. (14:32)
13. **Cars, Cars, Cars**—Visits a Chevrolet plant to demonstrate the importance of the assembly line to modern industry. (14:30)
14. **Sugarbush**—Goes to a sugarbush to observe the old-fashioned method of making maple syrup. (14:30)
15. **A Fish Tale**—Visits a fish hatchery to see how fish are raised for stocking lakes and streams. (14:30)
16. **Play Ball**—Observes preparations for a major league baseball game at Cleveland Stadium. (14:25)
17. **A Whale of a Friend**—Looks on while trainers work with dolphins and with the whale Shamu at Sea World of Ohio. (14:19)
18. **Sounding Brass**—Observes the assembly of a trombone at the King Instrument Company. (14:21)
19. **Big Muskie**—Visits a coal strip mine in southern Ohio where the largest dragline in the world uncovers the coal. (14:19)
20. **Sugar Campaign**—Inspects the complex operation of producing sugar from sugar beets. (14:29)
21. **In a Jam**—Watches how jams and jellies are produced at the Smuckers plant in Orrville, Ohio (14:33)
22. **The Animal Crackers of Roger Bollen**—Demonstrates the art of creating, writing, and drawing a syndicated cartoon. (14:31)
23. **Moving the Earth**—Demonstrates three steps in manufacturing earth-moving equipment—fabricating, machining, and assembly. (14:29)
24. **Candy and Gum**—Visits a plant in Holland, Michigan, to find out how gum and candy are made. (14:33)
25. **Papermill**—Journeys to the Hammermill Company to learn how paper is made from pulpwood. (14:30)
26. **Publish and Print**—Shows the complex process of preparing and printing a magazine. (14:30)
27. **Polyester Yarn**—Visits an American Cyanamid plant to learn how polyester yarn is made. (14:30)
28. **Hydrasposal/Fibreclaim**—Studies the methods of waste disposal and recycling employed at a reclamation plant in Ohio. (14:30)
29. **A Hollywood Wax Museum**—Visits a Hollywood wax museum to watch a wax sculptor at work. (14:26)
30. **Movie Factory**—Tours Universal City Studio to learn about some of the illusions used in making movies. (14:30)
31. **Intelligence Park**—Travels to the San Diego Zoo to observe the business of zoo-keeping. (14:26)
32. **Wild Animal Park**—Visits the San Diego Wild Animal Park to learn about an alternative type of animal keeping. (14:27)
33. **Death Valley**—Focuses on some of the natural and historical features of Death Valley. (14:26)

Expository English I
(English I)

Fifteen 30-minute black and white lessons
Post-secondary
28-page syllabus

Developed for the U.S. Navy by the Commission on Extension Courses, Harvard University. Produced by WGBH-TV, Boston (1967).

This series is designed to strengthen the student's writing abilities and increase his reading comprehension. The elements of formal prose and the structural, stylistic, and thematic devices of selected essays and fictional pieces are discussed.

The lectures have been prepared and presented by Professor Shaun O'Connell, Associate Professor of English, University of Massachusetts at Boston.

LESSONS

1. **Patterns of Order**—Introduces the elements of order in formal composition: author, subject, and audience. (28:56)
2. **The Paragraph: Essentials**—Discusses the topic sentence, supporting material, and transitional elements—components of well-formed paragraphs. (28:47)
3. **The Paragraph: Unity, Coherence, Emphasis**—Considers the paragraph as a relationship of sentences which all bear on a central point. (28:47)
4. **The Paragraph and the Whole Essay**—Examines the development of the paragraph as a reflection of the development of the essay. (28:55)
5. **The Sentence I**—Introduces basic sentence elements—subject, predicate, complement; illustrates how phrases, clauses, and sentences are constructed from them. (28:55)
6. **The Sentence II**—Considers how elements within sentences are modified to create precise statements. (28:22)
7. **Diction I**—Defines "diction" and illustrates how the writer controls his subject through choice and pattern of words. (28:55)
8. **Diction II**—Discusses figurative language and how the writer uses it to delineate his subject and extend the significance of his statement. (28:56)
9. **Diction III**—Examines narrative "voice" and explores the particular characteristics of irony, parody, and satire. (28:54)
10. **Interview With a Professional Writer, the Essayist I**—Interviews Dan Wakefield, contemporary American prose writer and author of *Between the Lines*. (28:35)
11. **Writing from Personal Experience**—Illustrates by examples that good writing is based on personal experience. (28:35)
12. **Argument**—Contrasts arguments that are sound and convincing with arguments that are weakened by pseudo-logical tactics. (28:55)
13. **Analysis**—Considers the esthetic, historical, and biographical approaches to literary analysis, noting that the purpose of analyzing a work is to better understand and evaluate it. (28:55)
14. **Interview With a Professional Writer, the Biographer II**—Interviews Justin Kaplan, author of *Mr. Clemens and Mark Twain*, a psychological portrait and a social analysis of the Gilded Age. (28:59)
15. **The Essay, "Notes From a Native Son" by James Baldwin**—Cites Baldwin's essay as a near perfect blending of personal experience, diction, analysis, and argument. (28:55)

Expository English II
(English II)

Fifteen 30-minute black and white lessons
Post-secondary
57-page syllabus

Developed for the U.S. Navy by the Commission on Extension Courses, Harvard University. Produced by WGBH-TV, Boston (1967).

A continuation of EXPOSITORY ENGLISH I, this series makes more demanding writing assignments and analyzes more sophisticated problems in writing style. Representative works in the novel, the essay, drama, and poetry are discussed.

These lectures have been prepared and presented by Professor Shaun O'Connell, Associate Professor of English, University of Massachusetts at Boston.

LESSONS

1. **The Journal**—Discusses the kinds of entries noted journal-keepers have recorded in their journals. Includes selections from Thoreau, Camus, Katherine Mansfield, and F. Scott Fitzgerald. (28:55)
2. **The Fact or the Fiction in Fact**—Examines the success of Truman Capote's *In Cold Blood* as a "non-fiction novel," a form that brings together factual material and the skill of the novelist. (28:55)
3. **The Fact in Fiction**—Explores how the author's vision influences the subject by comparing the treatment of the same subject matter in Flannery O'Conner's "A Good Man Is Hard To Find," and Truman Capote's *In Cold Blood*. (28:57)
4. **The Confessional Essay**—Examines how the personal experiences expressed by an author become relevant to his audience. Considers three connected essays by F. Scott Fitzgerald—"The Crack-Up," "Pasting It Together," and "Handle With Care." (28:55)
5. **The Autobiographical Essay**—Uses the example of George Orwell's "Such, Such Were the Joys . . . ." to show how the autobiographical essay extends the scope and significance of the confessional essay. (28:42)
6. **The Political Essay**—Considers how one author, George Orwell, confronted the men, ideas, and institutions of power in his age, in two political essays, "How To Shoot an Elephant," and "Politics and the English Language." (28:56)
7. **The Essayist/Novelist**—Interviews author Brock Brower concerning his views about contemporary expression, its problems, and its possibilities. (28:55)
8. **The Writer's World**—Explores "description"—the translation of scenes, characters, ideas, and feelings into words. Examines two works by Ernest Hemingway, "By-Line: Ernest Hemingway," and *A Movable Feast*. (28:20)
9. **The Historical Novel**—Discusses the historical novel as an attempt to reconstruct life in a previous era. Uses as an example William Styron's *The Confessions of Nat Turner*. (28:55)
10. **Academic Prose**—Interviews writer Michael Zuckerman about the stylistic requirements of academic writing, and about his own successes in academic prose. (28:53)
11. **Prose Styles**—Concerns the establishment and maintenance of the writer's "voice." Explores the range of "voices" contending for attention and emulation in prose today. (28:16)
12. **Poetry and Prose**—Presents contemporary poet Anne Halley reading and discussing two of her poems, "My Two Grandfathers," and "Dear God, the Day Is Grey." (28:55)
13. **The Editor**—Interviews Jules Crametzky, professor, writer, and editor for *The Massachusetts Review* about his experiences in each of these roles. (28:56)
14. **The Review**—Discusses the work of the reviewer. Cites many examples, among them several film reviews written by James Agee. (28:52)
15. **The Engaged Writer**—Discusses James Agee's *Let Us Now Praise Famous Men* as a model of successful nonfictional prose writing in which the author's total engagement is evident. (28:55)

First Films on Science

Ten 15-minute color lessons
Primary, intermediate
24-page teacher's guide

Produced by the Mississippi Authority for Educational Television (1975).

Small children bubble with curiosity and questions about the world around them. Familiar objects and common experiences are used to explore and explain basic concepts of physical science in this series, which is designed to introduce youngsters to the general principles of matter and energy. The programs make extensive use of models, demonstrations, macrophotography, and time-lapse photography to make these sometimes difficult concepts comprehensible and fascinating.

LESSONS

1. **Solar Energy**—Demonstrates man's dependence on the sun. Shows how the sun's light and heat provide energy for survival and growth. (13:30)
2. **Energy and Motion**—Explains that energy is present when any object moves. Emphasizes that energy takes many forms. (13:03)
3. **Changes in Classes of Energy**—Explores the difference between potential and kinetic energy. Points out that energy sometimes changes from one class to the other. (13:53)
4. **Changes in Kinds of Energy**—Focuses on relationships between various forms of energy. Shows that they often change from one kind to another. (13:12)
5. **Matter**—Discusses the three states of matter. Illustrates that all matter has weight, takes up space, and is composed of molecules. (11:46)
6. **Matter Is Made Of . . .**—Considers the properties of molecules. Shows how, with different arrangements of molecules, matter takes different forms. (11:30)
7. **Mass and Volume**—Introduces mass and volume. Demonstrates that objects can have the same volume but different masses and the same mass but different volumes. (12:17)
8. **Physical Changes in Matter**—Shows that matter changes form according to the forces acting on it. Traces water from solid to liquid to gas. (14:24)
9. **Chemical Changes in Matter**—Explains the process of chemical change that occurs when one kind of matter is changed into another. (13:37)
10. **Measurement**—Presents measurement as a process used every day. Demonstrates things that need to be measured and the instruments used to measure them. (13:30)

Getting the Word

Thirty-one 20-minute color lessons
Junior high, senior high
369-page book, including teacher's manual, student guide, student worksheets, and student source book

Produced by South Carolina Educational Television (1974).

Some students miss the message because of faulty word-attack skills. Using a reading club format and contemporary themes to engage and sustain interest, these programs approach the problem sympathetically and eclectically, employing a combination of phonic, linguistic, and language-experience approaches. While the development of reading skills is one goal of the series, the programs also seek to enhance each viewer's individuality, self-confidence, and feeling of self-worth. Winner of Ohio State Award, 1973.

Margaret Lippitt Rorison, creator of and teacher for GETTING THE WORD, is on the staff of the South Carolina State Department of Education's Office of ITV. She has been an elementary and corrective reading teacher in New York City and a member of the staff of the School of Education Reading Clinic at the University of South Carolina. Ms. Rorison holds a master's degree from Teachers College, Columbia University, and is completing a doctorate at the University of South Carolina.

LESSONS

Unit I: **Single Consonant Sounds**

1. Review of Capital Letters (18:42)
2. Using the Sound of Letters (17:45)
3. Using the Sense of the Sentence (15:12)
4. Using the Spelling Pattern of the Word (19:20)
5. Combining and Advancing in the Skills Presented (18:03)
6. Using the Shape of the Word (19:21)
7. Initial and Final Letter Substitution (18:44)

Unit II: **Consonant Blends and Digraphs, Short Sound of the Vowels**

8. Using a Source; Review of Letter Sounds: "Jet-Stop" (18:01)
9. Applying "Ways To Get Words" to the Reading of a Story (17:12)
10. Employing the Short Vowel Sounds of A, I, O (19:38)
11. The *R*-Blends: "Brooms and Crutches"; Using the Structure of the Word (17:39)
12. *L*-Blends: "Climbing the Cliff" (19:50)
13. *S*-Blends: "Stars and Stripes in Scouting" (19:47)
14. Employing the Consonant Digraphs CH, SH, WH, TH (18:52)

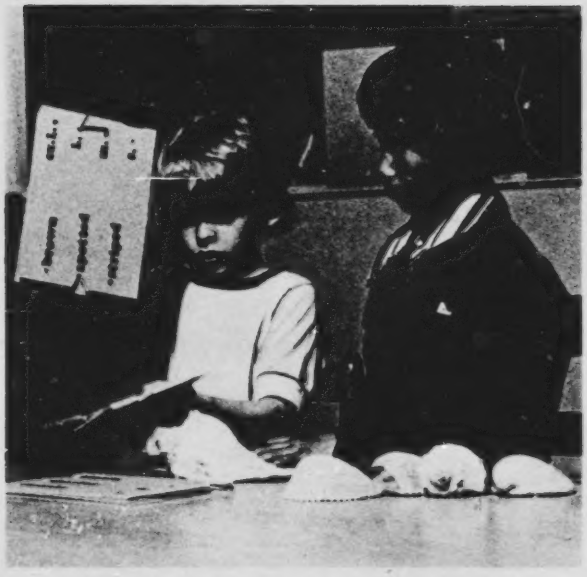
Unit III: **Long Sound of the Vowels, Beginning Syllabication**

15. The Double Role of *Y* (19:32)
16. Using Spelling Pattern and Rhythm as Clues (short vowel I-I) (19:18)
17. Some *R*-Controlled Vowel Sounds (20:04)
18. The Addition of Final, Silent E Changes the Medial Vowel Sound of a Word (19:50)
19. When To Double a Final Consonant Before an Ending (19:46)
20. Visual Clues That Help To Determine Whether a Vowel Sound Will Be Long or Short (Emphasizing: Vowel Pairs) (20:03)
21. *C* Before *E, I, Y* Usually Says "S;" *G* Before *E, I, Y* Usually Says "J" (19:57)

Unit IV: **Syllabication, Accent, Vowel Combinations and Diphthongs, Dictionary Aids**

22. Review: Six Word-Attack Skills, Consonant Combinations, Short and Long Vowel Sounds, *R*-Influenced Vowel Sounds, Beginning Syllabication (19:20)
23. Certain Times When *O* and *I* Have the Long Sound (18:55)
24. Two Sounds of OO; Ways To Break Words Into Syllables (19:45)
25. Further Ways To Break Words into Syllables, Accenting Two-Syllable Words (18:30)
26. Accented and Unaccented Syllables, the Schwa (ə), Contractions, Ways To Spell the Sound "ô" (19:56)
27. Silent Letters; Different Ways To Spell the Sounds "ô," "SH" in the Medial Position of Words, "N" (19:50)
28. Dictionary Aids: Chart of Initial Consonant Sounds; Guide Words; Entry Words; Word Meaning (17:19)
29. Diphthongs OI, OY; OU, OW; PH=F Dictionary Aids: Pronunciation Key; Phonetic Respelling (19:30)
30. Forming Plurals; Forming a Separate Syllable with -ED (19:50)
31. The Sounds of IE, EI; Syllabication Review; Careers Club (19:45)

Hands On



Grade I
Ten 15-minute color lessons
Primary
16-page teacher's guide

Grade II
Twelve 15-minute color lessons
Primary
20-page teacher's guide

Grade III
Fourteen 15-minute color lessons
Primary
22-page teacher's guide

Grade IV
Twelve 15-minute color lessons
Primary
23-page Teacher's guide

Grade V
Twelve 15-minute color lessons
Primary
Teacher's guide

Produced by WHRO-TV with funds provided by the Commonwealth of Virginia (1975).

This series, based on the idea that "to do science is to learn science," provides an introduction at the elementary level to process skills — observing, measuring, classifying, inferring/predicting, and experimenting. The lessons illustrate diverse applications of each skill, and the activities set out in the curriculum guide for each level form a frame of reference within which students can develop the skills for themselves. The process skills of observation, measurement, and classification are the areas of concentration in Levels One and Two. Levels Three and Four continue to develop these skills but also include lessons in hypothesis-building and inferrence. Level Five advances the same skills and adds experimentation. Because many of these lessons can be integrated into language arts or mathematics programs, suggestions for activities that fall into these two areas are included in the curriculum guides.

Teacher-producer for Grades One and Two is Patricia Brooks, an elementary teacher for eight years. Teacher-producer for Grades Three and Four is Virginia Varner, teacher in the Norfolk schools for five years. Larry Crum and Andrea Lacey are teacher-narrators for Grade Five.

LESSONS*

GRADE ONE: MARBLES, MACARONI, ETC.

Unit 1: Observing
1. **Size, Shape, Color, Texture** (14:40)
2. **Movement** (14:07)
3. **Recording Observations** (14:29)
4. **Observing and Classifying** (14:43)

Unit 2: Measuring
5. **Equal Length** (14:18)
6. **Shortest—Longest** (14:32)
7. **Greatest—Least** (14:29)
8. **Heaviest—Lightest** (14:32)

Unit 3: Classifying
9. **Animals** (14:10)
10. **Seeds and Nonseeds** (14:10)

GRADE TWO: LOLLIPOPS, LOOPS, ETC.

Unit 1: Observing
1. **Observing Spatial Arrangements** (14:24)
2. **Light and Shadows** (14:19)
3. **Change** (14:30)
4. **Relative Position** (14:25)

Unit 2: Measuring
5. **Measuring Change** (14:30)
6. **Measuring Time** (14:30)
7. **Measuring Area** (14:30)
8. **Following Recipes** (14:30)

Unit 3: Classifying
9. **Solids—Liquids** (14:22)
10. **Sink—Float** (14:22)
11. **Sets—Empty Sets** (14:22)
12. **Living—Nonliving** (14:36)

*Times were unavailable for some programs in this series at the time of publication.

Hands On (contd.)

GRADE THREE: METERSTICKS, MEALWORMS, ETC.

Unit 1: Observing

1. **Observing Sounds** (14:22)
2. **Observing Change** (14:39)
3. **Observing Motion** (14:20)
4. **Recording Observations** (15:04)

Unit 2: Measuring

5. **Measuring Weight** (14:25)
6. **Measuring Volume** (14:54)
7. **Recording and Measuring Lengths** (14:47)
8. **Constructing Bar Graphs** (14:30)

Unit 3: Classifying

9. **Classifying Objects** (14:30)
10. **Classifying Sand Mixtures** (14:35)
11. **Classifying Systems** (14:25)

Unit 4: Inferring–Predicting

12. **Predicting Shadow Lengths** (14:32)
13. **Predicting Weather** (14:32)
14. **Predicting Plant Growth** (14:27)

GRADE FOUR: CARS, CARTOONS, ETC.

Unit 1: Observing

1. **Observing Camouflage** (14:30)
2. **Observing Animal Feeding Behavior** (14:23)
3. **Observing Drips and Drops** (14:25)

Unit 2: Measuring

4. **Measuring Speed** (14:25)
5. **Making Maps** (14:27)
6. **Interpreting Maps** (14:27)
7. **Making Line Graphs** (14:21)

Unit 3: Classifying

8. **Classifying Insects** (14:25)
9. **Classifying Cars**

Unit 4: Inferring/Predicting

10. **Predicting Tracks**
11. **Predicting Electric Circuits**
12. **Predicting Here, There, and Everywhere** (14:48)

GRADE FIVE: OUR ENVIRONMENT

1. **Water: What Happens to It**
2. **Earth: Is It All the Same**
3. **Air: When Is It Good**
4. **Plant Population**
5. **Animal Population**
6. **Food Chains**
7. **Animal Evidence**
8. **Animal Communication**
9. **Animal Migration**
10. **A Look at a Community: The Dismal Swamp**
11. **Communities Under Water**
12. **Another Kind of Community: The City**

The Heart of Teaching

Five 15-minute color programs and one 30-minute color program
Teacher in-service
8-page viewer's guide
27-page discussion leader's guide

Applications Handbook
Video training tape

Developed through the resources of a consortium of fourteen agencies, organized and managed by AIT. Produced under the supervision of AIT at the facilities of the Educational Film Center (formerly NVETA), North Springfield, Virginia; and the facilities of KETC-TV, St. Louis.
Post-production service in St. Louis was provided by D.H. Editorial Services (1976).

Available on film and videocassette

For related materials see pages 107-110

THE HEART OF TEACHING is an in-service series designed to meet a specific need identified by teachers: to understand themselves and their own emotional responses to the daily experiences of their professional lives. The open-ended dramatizations focus on teacher reaction to the isolation and loneliness of teaching, professional change, the frustrations of teaching, individual differences in the classroom, and difficulties of communication with parents and others. THE HEART OF TEACHING encourages teachers to think about themselves as persons and professionals, and to develop or improve the skills they need to cope with their own concerns.

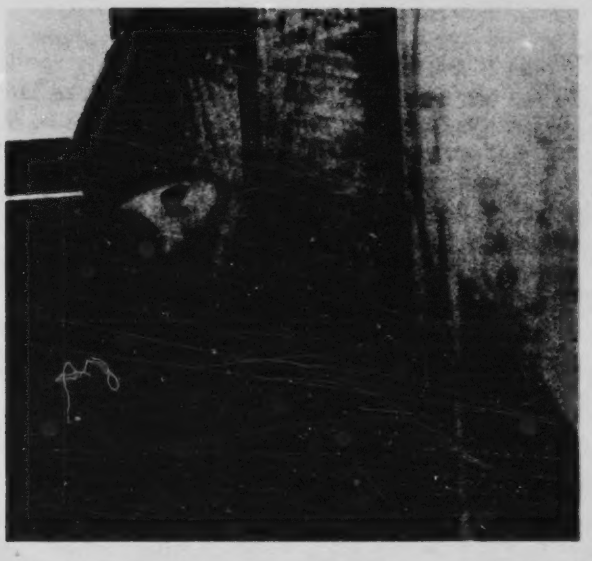
PROGRAMS

1. **The Parent Crunch (Communication)** — Fourth-grader Sandy McNaughton gets A's on his homework and C's when he does the same work in class. The A's confuse his teacher, Margaret Paslowski, and the C's confuse his father. The futile efforts of father and teacher to convince each other that each has Sandy's best interest at heart illustrate one of the most common stress-producing events in the lives of teachers — the encounter with an angry parent. (14:26)
2. **An Eye for Change (Professional Growth)** — When the principal at Trudy Bowman's school institutes a project for professional development, she agrees to video-tape her American History class for faculty evaluation. Intellectually she supports what she is doing, but during the actual taping, Trudy becomes uncomfortably aware of her unseen jury of peers. The program focuses on the mixed feelings, worries, and personal risks involved in a teacher's professional growth. (15:15)
3. **Last Hour Clash (Frustration)** — Whit Jefferson can't understand why Sidney constantly disrupts his class, and Sidney can't understand why the teacher always picks on him. This program uses humor and exaggeration to bring out the best and worst of a concerned but bungling teacher, his "helping" friend, and the student, Sidney. (14:27)
4. **Every One Is Something Else (Individual Differences)** — This semi-documentary program shows an elementary class of fifty students and an infinite number of individual differences—cultural, racial, intellectual, creative. The various scenes demonstrate how these differences complicate the teacher's work, but at the same time make teaching the very special kind of creative profession that it is. (14:10)
5. **A Faculty Feeling (Loneliness)** — In this program, a faculty meeting to discuss the exam schedule suddenly turns into a discussion — sometimes vehement, sometimes humorous — of whether teachers are a collection of isolated individuals under one roof or a unified faculty whose members work together. (14:22)
6. **Teachers' Meeting (Loneliness)** — This is a 30-minute version of "A Faculty Feeling." (29:11)

How Can I Tell You?

Fifteen 15-minute color lessons
Primary, intermediate
28-page teacher's guide

Produced for Massachusettes Educational Television (21 Inch Classroom) by WGBH-TV, Boston (1971).

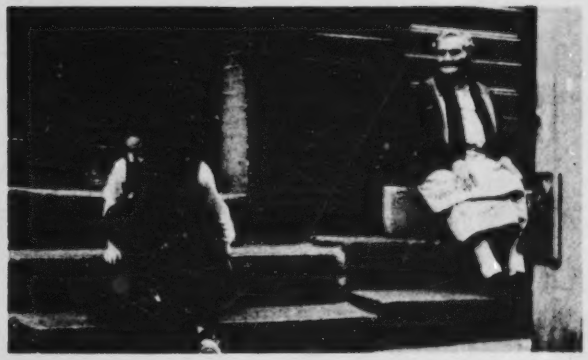


Thoughts and feelings can be expressed in many different ways, both verbal and nonverbal. Professional storytellers, mimes and improvisers, children, and music come together in this series intended to stimulate viewers to "tell it" through creative writing or dramatics, gestures or body language, facial expression, art, music, or group discussion. Use of the imagination and development of sensory perception are other goals of the series, which offers students lively models of what they themselves might do with their own talents and creativity.

LESSONS

1. **Sam the Giant**—Presents the story of Sam, a giant of the South Seas, who is taken to the North Pole. (14:13)
2. **Brothers and Sisters**—Shows children drawing stories that express their feelings toward a brother or sister. (13:20)
3. **Sarah**—Tells the story of a girl with a big question, who decides one winter day to find the answer. (13:11)
4. **Bonaparte**—Presents the story of a car named Bonaparte, who moves to the country to escape the problems of city life. (12:43)
5. **Toomph**—Tells the story of Philip and his 3,000 pound dog, Toomph, who take a boat ride to a mysterious island. (14:09)
6. **The Tribal Players with Teachers**—Demonstrates general warm-up exercise games, and simple improvisations. (14:08)
7. **The Tribal Players: Sight**—Shows the creation of real and imaginary visual stimuli. (14:22)
8. **The Tribal Players: Sound**—Presents a performance that consists of a warm-up exercise game and the reenactment of a story. (13:41)
9. **The Tribal Players: Smell, Taste, and Touch**—Demonstrates by body expression what the players smell, taste, and feel as they pretend to eat different foods. (13:58)
10. **The Proposition: Make-Believe**—Introduces a group that specializes in improvisation as they pretend to be animals and toys. (14:10)
11. **The Proposition: Pantomime 1**—Demonstrates how people can express themselves with their bodies. (14:42)
12. **The Proposition: Pantomime 2**—Shows how one can tell what a person is feeling by just looking at his face. (12:01)
13. **The Proposition: Music Festival**—Presents improvised songs for a musical festival. (12:37)
14. **The Proposition: Story Telling**—Presents an improvised story about a hero and a magic place. (12:39)
15. **The Proposition: Fairy Tale Opera**—Presents an improvised opera on the theme of "Rumplestiltskin." (14:02)

If You Live in a City, Where Do You Live



Five 30-minute color lessons
Intermediate
27-page teacher's guide
30-minute teacher program
Produced by WGBH-TV, Boston (1970).

The quality of life in modern cities is the central topic of this series. Documentary films and follow-up activities give students a balanced and positive look at what city life can offer, while stimulating thought and discussion on subjects such as urban conservation, city-planning to meet diverse individual needs, and methods of effecting change. Through active participation, students come to appreciate the complexity of urban issues and the difficulty of making wise choices.

LESSONS

Teacher Orientation Program—Mike Wallace introduces the series, explains the curriculum unit, and presents the program objectives. (29:29)

1. **On Winthrop Street** (Exterior Environment)—The games children play in alleys, yards, and on sidewalks help to reveal the nature of the outdoor urban environment and what children think about it. (28:39)
2. **Insideplaces, Insidethings** (Interior Environment)—A number of city homes are visited to explore how children use interior spaces for games and other play activities. (28:54)
3. **In Time** (The Changing Environment)—Environmental change is illustrated as a group of children and an urban archeologist explore a derelict house, and an ex-boxer talks about the changing site and function of Madison Square Garden. (27:48)
4. **People Watching** (Designing a Place for Needs)—Individuals try to satisfy diverse needs within the urban environment—a man exercises in a playground, and a high-rise dweller cultivates a garden. (29:25)
5. **Among Priorities** (Making Choices)—A group of children investigate the question of land development when a vacant lot they use as an adventureland is marked as a construction site. (28:59)

Images & Things

Thirty 20-minute color lessons
Intermediate, junior high
138-page teacher's guide

Three 30-minute teacher programs
Learning Resources Kit

Developed through the resources of a consortium of twenty-six agencies, organized and managed by AIT. Produced for AIT by the Kentucky Authority for ETV, Lexington; KETC-TV St. Louis; and WNVT, Annandale (1971).

Available for purchase on film and videocassette.

For related materials, see pages 107-110

This series focuses on the arts as they speak about life through a variety of themes—the land, the sea, people at work, people celebrating, events in urban, suburban, and rural life, the images and sounds of nature, the ways man forms and reforms objects, his rituals, his dreams, his dress, the things he builds, and the things he envisions. The programs lead, through the experience of art, to a better understanding of the self, of other people, of the environment, and of other times and cultures. Winner of CINE Golden Eagle Award, 1972.

Dr. Alice M. Schwartz, Professor of Art Education, Pennsylvania State University, is the principal consultant and author of the teacher's guide. Other consultants include: Dr. John W. Cataldo, Professor of Art and Dean of the Massachusetts College of Art; Dr. Edmund Burke Feldman, Professor of Art, University of Georgia; Jerry Tollifson, Supervisor of Art Education, Ohio Department of Education.

LESSONS

Module Blue

101. Sea Images — Natural and artistic images related to the sea and to man's fascination with and reliance on it. (19:23)

102. Street Furniture — The design and location of benches, lights, markers, trash receptacles, and mailboxes. (19:28)

103. People Working — Making art as a form of work. (19:44)

104. Everyone Makes Things — Similarities and differences in artistic and industrial forming processes. (19:31)

105. The Human Image — Ways the human image has been represented in art to reveal social concepts and attitudes. (19:29)

Module Green

201. Spaces to Live in — The organization and characteristics of planned spaces for community living. (19:25)

202. All Kinds of Houses — Architectural solutions to problems of providing harmonious, functional human shelter. (19:24)

203. Buildings for Work and Play — Architectural design in office buildings, air terminals, schools, and cultural centers. (19:24)

204. Plazas, Malls and Squares — The relationship between the purposes and the design of outdoor spaces. (19:23)

205. Here to There — Moving from place to place, physically and mentally. (19:21)

Module Red

301. Houses for Worship — The relationship between architectural design and religious philosophy and liturgies. (19:21)

302. Pageants, Parades and Festivals — The idea that people have designed celebrations, and have created the objects, costumes, and rituals that are integral parts of festivities. (19:17)

303. Remembering Happy Times — The images artists have created to portray happy, exciting, and tender moments. (19:24)

304. Groups of People—The interaction of groups as a source of imagery for artists. (19:25)

305. Stars and Heroes — Some of the ways that art has been used to honor deities, legendary figures, and champions. (19:32)

Module Brown

401. How About a Spoon — The evolution of a useful object. A comparison of handcraft and machine manufacture. (19:28)

402. Signs of the Times — The development of signs and symbols in various times and cultures. (19:31)

403. Things to Use — Manufactured objects used for daily tasks in the house and at work. (19:30)

404. Make Yourself Comfortable — Solutions to the problem of the design of chairs and other objects for sitting. (19:31)

405. Play's the Thing — Toys and playthings — objects revealing the customs, skill, and whimsy of their makers. (19:28)

Module Yellow

501. Faces of Nature — The esthetic qualities of natural phenomena examined visually in nature and in art forms. (19:20)

502. Making the Unseen Visible — Various kinds of photography and cinematography as used for scientific research and as a source of imagery for the artist. (19:19)

503. Birds, Bees, and Bugs — Natural forms that have continuously served as sources of ideas for artists and designers. (19:21)

504. Man: Friend and Enemy of Nature — The wonders of the natural world as depicted by artists. What man has done both to care for and harm the earth. (19:29)

505. Land Images — The variety of ways people respond to the same natural setting and express this response in individual media and personal style. (19:30)

Module Orange

601. Wrappings and Trappings — How people have used costumes to create special images of themselves. (19:25)

602. Changing Your Looks — The ways people in different times and cultures have used body decoration and adornment. (18:41)

603. Getting the Message — Art as communication, and artistic forms for transmitting messages. (19:19)

604. Dreams and Fantasy — Man's inner world revealed through art. (19:37)

605. Devils, Monsters and Dragons — Demonic art images used to ward off harm and destruction. (19:19)

Imagine That . . .

Fifteen 15-minute black and white lessons
Primary
60-page teacher's guide
30-minute teacher program

Produced by Massachusetts Educational Television (21 Inch Classroom) and WGBH-TV, Boston (1968).

"Let's pretend" is a natural and unselfconscious play activity of small children. This series helps them develop and begin to evaluate their budding dramatic skills, as they try on characters or act out ideas and feelings inspired by children's literature. Starting with simple group pantomime, the lessons progress to more complicated scenes with dialogue and interpretation. While viewers take part in creative physical and verbal activity, they also learn to plan and work cooperatively, and begin to develop appreciation for traditional and modern literature.

Marcia Chellis, television teacher for IMAGINE THAT . . ., has been actively involved in the development of childhood education in literature and in the performing arts. She has been both a master teacher and a team leader for the Milton, Massachusetts, schools. Ms. Chellis is a graduate of Northwestern University.

LESSONS

1. **Mother Goose**—Considers the idea of "character" in different rhymes. (14:58)
2. **The Three Billy Goats Gruff**—Explains the evolution of folk tales, and invites children to act out characters. (14:19)
3. **Peter Rabbit**—Concentrates on rabbits and how they move. (14:19)
4. **Poetry**—Introduces rhythm, movement, and an appreciation of the sense of touch. (14:25)
5. **Winnie the Pooh (Bees)**—Leads children into a discussion of the senses of smell and taste. (14:25)
6. **Aesop: The Country Mouse and the City Mouse**—Stimulates children's awareness of hearing by engaging them in games. (14:27)
7. **The Little Engine That Could**—Offers an opportunity for simple characterization. (14:30)
8. **The Grimm Brothers: Hansel and Gretel**—Involves children in characterization using the whole body. (14:20)
9. **Aesop: The Hare and the Tortoise, The Lion and the Mouse**—Discusses the morals of the two fables and invites children to act them out. (14:00)
10. **Winnie the Pooh: Piglet Meets a Heffalump**—Explores the ways that imagination is related to the senses. (14:25)
11. **Nonsense Poetry**—Presents nonsense poetry for pure enjoyment and for ear training. (14:47)
12. **The Shoemaker and the Elves**—Invites children to act out the characters in the story. (14:16)
13. **Caps for Sale**—Lets children identify and characterize people by the hats they wear. (14:25)
14. **Millions of Cats**—Focuses attention on cat movements. (14:03)
15. **Make Way for Ducklings**—Helps children put characters together and act out a busy city scene. (14:31)

Inside/Out

Thirty 15-minute color lessons
Intermediate
80-page teacher's guide

30-minute teacher program
15-minute informational program
Workshop Training Package

Developed through the resources of a consortium of thirty-five agencies, organized and managed by AIT. Produced for AIT by Kentucky Authority for ETV, Lexington; KETC-TV, St. Louis; WVIZ-TV, Cleveland; NVETA, Annandale; and OECA, Toronto (1973).

Available for purchase on film and videocassette.

For related materials see pages 107-110

This interdisciplinary series, developed by health educators and learning specialists, is designed to help eight-to-ten-year-olds understand and cope with their emotions. Using dramatizations and documentaries to portray experiences common to young lives, the programs deal with social, emotional, and physical problems. The purpose of INSIDE/OUT is to help young people achieve and maintain well-being, by developing life-coping skills that can serve throughout adult life. Winner of Emmy Award, National Academy of Television Arts and Sciences, for outstanding children's programming, 1974; and Distinguished Service Award, Association for the Advancement of Health Education, 1975.

Chief consultant to AIT: Orvis A. Harrelson, M.D., M.P.H., Director of Health Services, Tacoma Public Schools. National Consultant to AIT: Wallace Ann Wesley, Hs.D., Director, Department of Health Education, American Medical Association.

LESSONS

Module Blue

101. Because It's Fun—Bill thinks winning is the only thing that counts. He can't understand playing just for fun. (14:44)

102. How Do You Show?—Boys of different temperaments express or hide feelings about things that happen to them. (14:43)

103. Strong Feelings—Edgar discovers how love, fright, embarrassment, and confusion can affect the body. (14:38)

104. Must I/May I—Debbie and Bobby try to deal with situations that give them too much or not enough responsibility. (14:41)

105. Travelin' Shoes—Stuart's family has mixed feelings about a move from the country to Washington, D.C. (14:57)

Module Green

201. Just Joking—David gets his kicks from playing pranks on others until some of his "jokes" start to backfire. (14:23)

202. But . . . Names Will Never Hurt?—A boy comes to realize how prejudice affects everyone involved. (14:35)

203. Home Sweet Home—Eddie, whose parents abuse him, and Steve, whose parents are strict, run away from home. (14:38)

204. Jeff's Company—A neighbor helps Jeff discover the value of solitude at his mountain home. (14:20)

205. Buy and Buy—Pete and Joe must decide whether to buy a gimmicky toy with money saved for something else. (14:12)

Module Red

301. Can I Help?—Lisa finds that really helping people can be more difficult than pretending to help. (15:00)

302. Living With Love—Mrs. Dorothy Smith and the children who live in her foster home express genuine family love. (15:01)

303. Can Do/Can't Do—Wishing she were somebody else, Dotty imagines herself as her brother and sisters. (14:44)

304. Breakup—Becky's parents are separated: she imagines the consequences of divorce. (14:43)

305. Love, Susan—Susan's father, home from work, rejects her pleas to look at the portrait she just painted. (14:40)

Module Brown

401. Brothers and Sisters—David promises his sister that he will attend her class play, but fails to show up. (14:14)

402. Someone Special—David is hurt when he realizes that his teacher cares for her students equally. (14:43)

403. I Want To—In an imaginary scene, Patricia tries to prove she is old enough to take on greater responsibilities. (14:34)

404. When Is Help—Karen, Roger, and Pete have decidedly different ideas about giving and receiving help. (14:16)

405. Bully—Adrian, a new boy in school and an outstanding student, becomes the object of the class bully. (14:11)

Module Yellow

501. But They Might Laugh—Becky's teacher discovers that Becky is afraid to try ice skating. She suggests they go to the ice rink together. (14:11)

502. Lost Is a Feeling—After a move from Puerto Rico to Washington, D.C., Amador feels lost in the new city. (14:33)

503. Donna (Learning To Be Yourself)—Donna Pugh who is blind, is learning independence and self-worth. (14:30)

504. You Belong—"You are part of all you see" is the message of this visual essay. (14:29)

505. Just One Place—Kevin and his friends must decide whether to replant a garden after some older boys tear it up. (14:32)

Module Orange

601. In My Memory—When her grandmother dies, Linda tries to understand what this event means to her own life. (15:05)

602. I Dare You—Clarissa has to decide whether or not she should take a potentially dangerous dare. (14:30)

603. Yes, I Can—David encounters an unexpected problem when he goes on his own "overnight" at summer camp. (14:31)

604. A Sense of Joy—Chuck and his sister take different routes to the beach: she hurries, while he wanders leisurely. (14:39)

605. Getting Even—Three children form a secret club. Friends who were left out try to get even. (13:56)

Integration of Children with Special Needs in a Regular Classroom

(Lexington Teacher Training Project)

Ten 20 to 30-minute color programs
Teacher in-service
24-page discussion leader's guide
Teacher's guides for individual programs

Produced for the Lexington, Massachusetts, Public Schools with funds from the U.S. Office of Education through Title III (ESEA) and Title VI (Education of the Handicapped Act) grants, by WGBH-TV, Boston (1975).

Available for purchase on videocassette.

This project is designed to help teachers recognize and work with individual differences that affect children's learning development and to help special education teachers apply their skills in the setting of the regular classroom. The programs show a variety of teaching techniques as they are practiced in actual classrooms. These include early assessment and diagnosis as well as activities devised to treat specific problems in handwriting, reading, and mathematics. The emphasis is on practical, effective techniques that any resourceful teacher can use on a step-by-step basis. Teachers are helped to identify problems accurately and then to solve them through carefully designed and monitored methods.

PROGRAMS

1. **Early Assessment: Step to Planning**—A kindergarten teacher plans activities that will allow careful and valid observation of four basic learning skills: visual-perceptual-motor, language, body awareness and control, and behavioral organization. (26:06)
2. **Diagnosis and Educational Planning**—A teacher, a physician, and a psychologist cooperate in evaluating a student. Together they produce a comprehensive diagnosis and an appropriate educational program. (29:22)
3. **After Assessment**—A kindergarten classroom is arranged in groups for auditory, motor, visual-motor, and visual-perception skills. The teacher assists one group or one child while the others work independently. (23:29)
4. **Every Child Can Learn**—A teacher uses special techniques with a group of fourth and fifth grade students who need a more structured approach to math. A learning disabilities specialist drills students in vocabulary, sequencing, and auditory training using the kinesthetic mode. (18:46)
5. **Together They Learn**—A special educator, the regular teacher, and an aide offer retarded primary level children opportunities to work independently, in small groups, or in individual tutoring situations. (28:08)
6. **Correcting Handwriting Problems**—A teacher applies a variety of teaching techniques to assist students with problems in visual-perception. Samples of work are alternated with demonstrations of corrective activities. (18:48)
7. **Reading and Learning Styles**—First and second grade children are grouped for a reading lesson. Detailed examples show how reading approaches are matched to learning styles. (28:13)
8. **Developing Children's Languages**—First grade students of diverse backgrounds receive help with auditory discrimination, English concepts and vocabulary, visual memory, and more advanced skills. (29:58)
9. **Mastering Math Skills**—The results of a regularly given timed math test are graphed to show progress. Then third and four grade students are arranged in groups for treatment of specific problems. (28:58)
10. **Every Student Is Different: The High School**—Dramatic sequences show various teaching techniques in action and the responses they elicit. Individualized instruction provides another dimension to teaching. (29:18)

Introduction To Sociology
(Sociology I)

Sixteen 30-minute black and white lessons
Post-secondary
7-page syllabus

Developed for the U.S. Navy by the Commission on Extension Courses, Harvard University. Produced by WGBH-TV, Boston (1967).

This course presents the basic terms of sociology and the sociological view of "men in groups." It considers major sociological institutions, various types of groups (categorical, territorial, and purposeful), and basic social processes (public opinion, deviance, control, and social change).

The lectures have been prepared and presented by Dr. Norman W. Storer, Chairman, Sociology and Anthropology Department, Bernard M. Baruch College, City University of New York; formerly Assistant Professor of Sociology, Harvard University.

LESSONS

1. **The Field of Sociology**—Defines sociology, surveys the sociologist's assumptions about the nature of man, and introduces examples of "sociological perspective." (28:55)
2. **Basic Concepts**—Develops the concepts of *interaction, status, group, norm, role, status-set,* and *role-set. (28:56)*
3. **The Concept of Culture**—Discusses the nature of symbols, defines culture, and distinguishes culture as an independent phenomenon in social life. (28:55)
4. **Social Institutions and Social Exchange**—Explores universal cultural needs, names major social institutions of society, and suggests basic principles governing all social institutions. (28:58)
5. **The Economic Institution**—Analyzes the concepts of property and economic exchange, and takes up the relationships between the economic system and other parts of the society. (28:56)
6. **The Political Institution**—Analyzes the concept of power into three specific types: inducement, influence, and authority, and examines consequences of basing a government on rational-legal grounds. (28:50)
7. **The Family**—Examines the basis for the family unit, discusses types of marriage relationships and family organization, and considers historical changes in family structure. (28:55)
8. **The Religious Institution**—Explains the sociologist's analytical approach to religion, explores the need to develop religious practices, and discusses major forms of religious organization. (28:57)
9. **Social Stratification**—Questions why people rank each other, discusses money, power, and esteem as determinants of a person's social position, and considers social mobility in America. (28:56)

9-A. **Intergroup Relations**—Explores the relations between socially-defined groups of people, introduces the concepts of social distance, prejudice, and discrimination, and traces the development of the civil rights movement in America. (28:58)

10. **Communities**—Discusses the nature and study of territorial groups, contrasts "quality of life" between rural and urban areas, and explains relationships between density and heterogeneity. (28:55)
11. **Formal Organizations**—Discusses the nature of rules in formal organizations, considers basic types of control, and introduces the criterion of organizational "health." (28:56)
12. **Public Opinion**—Defines public opinion, outlines ways of determining current public opinion, and explains the importance for totalitarian governments of controlling mass media. (28:42)
13. **Deviance**—Defines deviance, illustrates "ideal-types" of motivation for deviance, and outlines different types of deviant behavior. (28:53)
14. **Social Control**—Illustrates major types of social control, and introduces the relative economic and social "costs" of control. (28:50)
15. **Social Change**—Discusses the internal and external sources of social change, examines earlier theories, and points out the importance of studying social change today. (28:50)

It's All Up To You

Thirteen 15-minute color lessons
Intermediate, junior high
Teacher's guide

One 30-minute teacher program

Produced by the Cooperative Educational Service Agency No. 13, in cooperation with WHA-TV, and the Wisconsin Department of Public Instruction (1977).

IT'S ALL UP TO YOU is designed to help students develop political understanding and decision-making skills and to provide an introduction to history and the social sciences, with emphasis on political science. The concepts of laws, government, democracy, decision-making, citizenship, institutions, interdependence, and ideology form the base of the programs.

LESSONS*

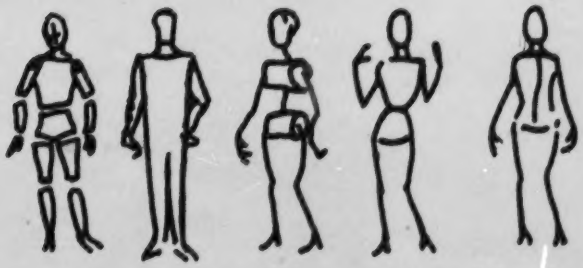
1. **Tell Me Who You Are**—Promotes a recognition and acceptance of other world views.
2. **Friendly Persuasion**—Illustrates how human beings function in political ways to meet their individual group needs. (14:30)
3. **Who's In Charge?**—Discusses government as an institution established by groups of people for themselves. (14:50)
4. **Who Needs It?**—Analyzes the conditions necessary for government to function, different types of past and present governments, and the relationship between the ruler and ruled. (14:56)
5. **The Shopping Trip**—Illustrates how institutions, governmental and nongovernmental, vary in form and function. (13:45)
6. **A Dog's Life**—Discusses local governments and the limits of their authority. (12:40)
7. **What a State You're In**—Concentrates on the "in-between" jurisdiction of state governments.
8. **We the People**—Looks at national governments and their functions.
9. **The Country of One Person**—Discusses the increasing need for international government.
10. **Lost in Space**—Shows how future societal alternatives may be predicted by a better understanding of our present society.
11. **What in the World's Come Over You?**—Analyzes historical events as they influence present societies and act as clues to future ones.
12. **Who Cares**—Examines the rights and responsibilities, personal involvement, and needs of citizens and how these may cause institutions to change.
13. **State of the World Report**—Illustrates the opportunities and responsibilities of individuals to participate in politics and government.

* Times for some programs in this series were unavailable at the time of publication.

Let's Draw

Thirty-four 15-minute color lessons
Primary
80-page teacher's guide

Produced by KOKH-TV, Oklahoma City Public Schools (1976).



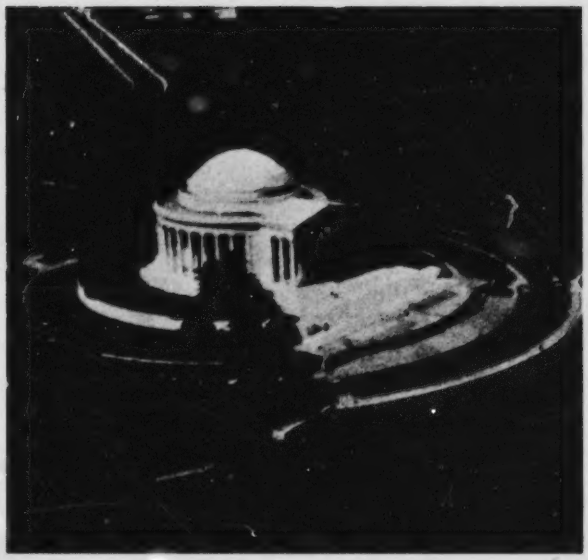
This course is based upon the philosophy that drawing is a way of communicating one's thoughts and feelings to others and, sometimes, to one's self. It encourages children to express themselves graphically and gives them suggestions for doing so. The series is similar in scope and approach to THE DRAW MAN but with special appeal to younger children. Subjects are chosen from those young children enjoy most. Presentations are slow-paced and simple.

Paul Ringler is a professional artist and is currently the Director of Broadcasting for the Oklahoma City Public Schools. He has had extensive experience as a television art teacher, and also has been a graphics consultant and a classroom art teacher.

LESSONS

1. **Cats** (13:39)
2. **Ovals** (13:47)
3. **Birds** (13:51)
4. **Elephants** (13:44)
5. **Faces-Expressions** (13:38)
6. **Boats-Water** (13:59)
7. **Halloween—Haunted House** (13:48)
8. **Halloween—Symbols** (Witches, etc.) (14:12)
9. **People** (13:48)
10. **Small Animals** (13:54)
11. **Forest—Outdoor scene** (cabin) (14:02)
12. **Thanksgiving** (13:56)
13. **Deer** (13:51)
14. **Santa Claus** (13:52)
15. **Christmas** (13:59)
16. **Shapes — In Building** (13:57)
17. **Shapes — Geometric** (14:05)
18. **Cartoon Faces** (13:48)
19. **Cartoon Bodies** (13:50)
20. **Dinosaurs** (14:03)
21. **Lions** (13:48)
22. **Horses** (13:47)
23. **Hats** (13:51)
24. **People** (Figures in action) (13:54)
25. **Shapes, Surface** (13:52)
26. **Rabbits — Easter** (13:54)
27. **Squiggles** (13:49)
28. **Cars** (13:52)
29. **Shadows** (13:50)
30. **Trees** (13:53)
31. **Distance in Pictures** (13:50)
32. **Outer Space** (13:31)
33. **Underwater** (13:52)
34. **Wild Animals** (13:49)

Let's See America



Twenty-six 30-minute black and white lessons
Intermediate
20-page teacher's guide

Adapted for classroom use by AIT from the NET series WHAT'S NEW (1969).

Field trips by camera to American landmarks—from the country's oldest city, St. Augustine, to one of its newest wonders, the Houston Astrodome—give viewers a perspective on their heritage and a sense of the rich diversity of American life today. The programs, whose themes range from the pursuit of a giant whale to a workday aboard a modern Georgia shrimp boat, stimulate youngsters to seek further information. In addition, this series is designed to help students interpret facts, make better generalizations, and—through related activities—improve their speaking and writing skills.

LESSONS

1. **Our Oldest City**—Accompanies a swashbuckling captain of yesteryear through St. Augustine, Florida. (27:38)
2. **Plymouth Revisited**—Explores the history of colonial America beginning at Plymouth, Massachusetts. (26:46)
3. **Master Spy of the Revolution**—Focuses on the spying activities of Paul Revere. (27:57)
4. **Concord: Days of Preparation**—Examines the colonists' preparation for the Revolutionary War and the events of April 19, 1775. (27:05)

4a. **Fort Ticonderoga**—Tours the historic Revolutionary War site and witnesses reenactments of famous battles. (28:14)

5. **Home of Yankee Whaling**—Shows the pursuit and capture of a giant whale. (26:49)
6. **Old Ironsides**—Visits the frigate "USS Constitution." (27:13)
7. **Saugus Ironworks**—Explores the Saugus Ironworks in Saugus, Massachusetts. (28:00)
8. **Adventure with Longfellow**—Recreates some of Henry Wadsworth Longfellow's poems. (27:59)

9.&10. **Washington, D.C.: Hub of Our Nation**—Visits the Senate, the House of Representatives, the President's Room, Statuary Hall, and the Crypt. (27:52 & 27:54)

11. **At the United Nations**—Accompanies a United Nations guide on a VIP tour of the U.N. Headquarters in New York City. (26:07)

12.&13. **From the Potomac**—Views the nation's capital from the Potomac River aboard a U.S. Navy launch. (26:14 & 26:34)

13a. **Where Lincoln Grew Up**—Recreates Lincoln's years in New Salem, Illinois. (25:48)

14. **Okefenokee Journey**—Follows a boat into the mysterious Okefenokee Swamp. (26:56)

14a. **The Great Swamp**—Explores New Jersey's Great Swamp with a boy from the city. (29:55)

15. **Day on a Shrimp Boat**—Shows a workday aboard a shrimp boat. (27:20)
16. **The Mighty Mississippi**—Focuses on the history and special features of the Mississippi River. (25:19)

16a. **Stone Mountain**—Visits Stone Mountain near Atlanta, where a huge granite dome rises 600 feet above the surrounding park. (27:04)

17. **Along the Rio Grande**—Explores the way of life, past and present, along the Rio Grande River. (27:00)
18. **Desert Adventure**—Visits a living museum of mountain lions, jaguars, vultures, and other creatures of the Sonoran Desert. (28:14)
19. **Unusual Patients**—Follows a veterinarian on his rounds at the zoo in Washington, D.C. (27:02)

19a. **The Eighth Wonder**—Follows a boy through the Astrodome in Houston. (27:34)

20. **Behind the Scenes**—Takes a field trip to Bracketville, Texas, where a permanent western village is used for making movies. (28:28)

20a. **Circus Parade**—Visits the Circus World Museum at Baraboo, Wisconsin. (26:46)

Life World 2000

Twelve 15-minute color lessons
Junior high, senior high
64-page teacher's guide

Produced by KETC-TV, St. Louis, under a grant from the Sunnen Foundation of St. Louis (1973).

Available for purchase on videocassette.

This series, using a magazine format and a variety of techniques, focuses on the relationship between population and the quality of life, and population and the development of public policy. Included are humorous and dramatic sketches, documentary sequences, interviews, songs, and animation. Several of the programs feature Dr. Barry Commoner and Dr. Paul Ehrlich, who present their sometimes divergent views on population problems. The series is open-ended and invites students to examine their own values and the consequences of the decisions they may make about population.

Chief Consultant: Stephen Viederman, Assistant Director of the Demographic Division of the Population Council, New York City.

LESSONS

1. **Overview**—Offers a comprehensive view of the population phenomenon, pointing out that the study of population is the study of people, not just numbers. (14:18)
2. **Optimum Level**—Makes clear that what is considered optimum varies according to human values, and is more a social issue than a scientific matter. (14:27)
3. **Trends**—Considers factors of population change and the power of geometric growth including its impact on future generations. (14:44)
4. **Migration**—Depicts the United States as a nation on the move. Probes into the reasons for the population decline in small towns, and the possibility of interstellar migration. (14:32)
5. **Pollution**—Considers all sides of the question, then concludes with a humorous silent movie, "The Throwaway Society." (14:30)
6. **Feeling Crowded?**—Compares the scientific measure of density with an individual's perception of crowding. Points out that density of population is only one cause of urgent social problems. (14:53)
7. **Metropolitan Areas**—Focuses on urban problems and on the real challenge to metropolitan planners—how to make cities livable again. (14:30)
8. **Families and Babies**—Explores the changing roles and sizes of American families. Points out that family size has often been determined by economic need. (14:50)
9. **Zero Growth?**—Investigates the possible consequences of a stabilized population on the economy, society, business, education, and the environment. (14:34)
10. **Attitudes**—Visits a museum exhibit on population and discovers a variety of individual and group attitudes towards population issues. (13:57)
11. **Population Policy**—Emphasizes the need in the United States for coordinated policies to guide population change. (14:30)
12. **Alternative Futures**—Emphasizes the need for long-range planning, as a visitor to earth in the year 2727 learns that humanity has survived, but that the planet is depleted of its resources. (14:00)

Magic Pages

Thirty 15-minute color lessons
Primary
34-page teacher's guide

Produced by KLVX-TV, Las Vegas (1976).

The diversity and depth of children's literature are reflected in this series of highly enjoyable stories for second and third-graders. The stories draw on a variety of topics—from moral dilemmas as ancient as Aesop to the contemporary voyage of a small, hand-carved Indian and canoe from the high Nipigon country of Canada to the Atlantic Ocean. A wide range of techniques—pantomime, drama, reading, poetry, and song—add vitality to programs that are intended to encourage children to become frequent and enthusiastic readers.

Judy Wimmer, Instructional Television Resource Advisor for KLVX-TV, is the teacher/hostess for the series and also the author of the teacher's guide. Ms. Wimmer received her bachelor's degree in elementary education from Utah State University in 1971, taught second grade for two years in Las Vegas, and has been involved in many civic, school, and community theater productions.

LESSONS

1. **Ira Sleeps Over** by Bernard Waber (12:10)
2. **Messy Sally** by Galdys Yessayan Cretan (12:39)
3. **A Pair of Red Clogs** by Masako Matsuno (14:45)
4. **The Egg** and **Three Gold Pieces**, Greek folk tales retold by Aliki (15:02)
5. **Paddle to the Sea** by Holling C. Holling (14:17)
6. **Do You Move As I Do?** by Helen Borton (12:43)
7. **Twice Upon a Time** by Irwin Shapiro (13:52)
8. **A Selection of Fables** by Aesop (13:58)
9. **You Look Ridiculous Said the Rhinocerus to the Hippopotamus** by Bernard Waber (12:23)
10. **The Bears on Hemlock Mountain** by Alice Dalgliesh (15:13)
11. **The Green Machine** by Polly Cameron (14:54)
12. **The Duchess Bakes a Cake** by Virginia Kahl (12:45)
13. **The Aminal** by Lorna Balian (13:41)
14. **Sphero, the Reluctant Snowball** by Lisa Sannazzaro (16:19)
15. **The Case of the Hungry Stranger** by Crosby Bonsall (11:25)
16. **The Fish from Japan** by Elizabeth K. Cooper (13:52)
17. **Jim and the Beanstalk** by Raymond Briggs (14:47)
18. **The Troll Music** by Anita Lobel (14:56)
19. **The Seamstress of Salzburg** by Anita Lobel (14:30)
20. **The Stone Soup** adapted from a French folk tale (11:54)
21. **The Five Chinese Brothers** by Clair H. Bishop and Kurt Wiese (14:35)
22. **My Father's Dragon** by Ruth Stiles Gannett and **The Hundred Dresses** by Eleanor Estes (14:58)
23. **The Singing Trilogy** Three American Folk Ballads (14:27)
24. **Billy Goat in the Chili Patch** by Leo F. Lazarus (13:38)
25. **Hansel and Gretel** adapted from the Brothers Grimm story (14:42)
26. **The Book of Giant Stories** by David L. Harrison (14:43)
27. **The Dragon in the Clock Box** by M. Jean Craig (14:53)

HOLIDAY LESSONS

A. **Sometimes It's Turkey, Sometimes It's Feathers** by Lorna Balian (13:37)
B. **How Six Found Christmas** by Trina Schart Hyman (14:56)
C. **The Adventures of Egbert the Easter Egg** by Richard Armour (13:02)

Major American Books
(English III)

Fifteen 30-minute black and white lessons
Post-secondary
2-page syllabus

Developed for the U.S. Navy by the Commission on Extension Courses, Harvard University. Produced by WGBH-TV, Boston (1967).

Individual works of fifteen of America's great authors are surveyed. The course considers many ways of analyzing a book in order to better understand and evaluate it: as an example of a literary tradition, as a reflection of the author's milieu, and as a writer's personal search for identity.

The lectures have been prepared and presented by Dr. Harold C. Martin, President, Union College; formerly Lecturer on General Education, Harvard University.

LESSONS

1. **Nathaniel Hawthorne (1804-1864):** ***The Scarlet Letter.*** (28:56)
2. **Herman Melville (1819-1891):** ***Bartelby the Scribener. Benito Cereno.*** (29:03)
3. **Henry David Thoreau (1817-1862):** ***Walden.*** (29:00)
4. **Walt Whitman (1819-1892):** ***Selected Poems.*** (28:54)
5. **Mark Twain (1835-1910):** ***Huckleberry Finn.*** (28:55)
6. **William Dean Howells (1837-1920):** ***Rise of Silas Lapham.*** (28:56)
7. **Henry James (1843-1916):** ***The Portrait of a Lady.*** (28:55)
8. **Stephen Crane (1870-1900):** ***Red Badge of Courage.*** (28:54)
9. **Willa Cather (1876-1947):** ***Death Comes to the Archbishop.*** (28:55)
10. **F. Scott Fitzgerald (1896-1940):** ***The Great Gatsby.*** (28:56)
11. **Ernest Hemingway (1898-1961):** ***A Farewell to Arms.*** (28:57)
12. **Eugene O'Neill (1888-1953):** ***Desire Under the Elms.*** (28:55)
13. **Thomas Wolfe (1900-1938):** ***Look Homeward, Angel.*** (28:56)
14. **William Faulkner (1897-1962):** ***As I Lay Dying.*** (28:44)
15. **Robert Frost (1874-1963):** ***Selected Poems.*** (28:55)

Man and His Motives
(Psychology II)

Fifteen 30-minute black and white lessons
Post-secondary
8-page syllabus

Developed for the U.S. Navy by the Commission on Extension Courses, Harvard University. Produced by WGBH-TV, Boston (1967).

This course explores the subject of human motivation, introducing basic theories and research findings that bear on the "why" of man's thought and action.

The lectures have been prepared and presented by Professor Kenneth J. Gergen, Associate Professor of Psychology, Swarthmore College.

LESSONS

1. **Stop Him! He's About to Jump: The Study of Motivation**—Introduces and evaluates several of the methodological approaches used in the study of motivation. (28:55)

2/3. **The Body's Wisdom: The Biology of Motivation**—Examines three biologically based motives: hunger, sleep, and sex. (28:56) (28:46)

4. **Like Father, Like Son: The Instinctual Basis of Motivation**—Discusses inherited patterns of behavior as they exist in various animal species. (28:16)

5. **Plastic Fantastic Man: The Learning of Motives**—Deals with acquired motivation—those motives which develop through socialization. (28:55)

6. **The Struggle Within: Basic Concepts of Freudian Theory**—Sketches out a number of key concepts in psychoanalytic theory: the ego, superego, and id. (28:55)

7. **The Dark Passage: Freudian Theory of Development**—Discusses the various stages of psychosexual development and the relationship of the particular experiences one has at these stages to later motivational patterns. (28:46)

8. **Reducing the World to Pint Size: The Need for Consistency**—Examines dissonance theory, one particular theory dealing with consistency. (28:55)

9. **Expanding the World to Giant Size: Exploration and Novelty Seeking**—Reveals through a series of laboratory demonstrations that individuals seek stimulation and that novelty itself is rewarding. (29:23)

10. **Getting Somewhere: Achievement Motivation in Persons and Societies**—Describes a way of measuring differences in the need to achieve. Visits with Professor David McClelland, authority on achievement motivation. (28:53)

11. **Some Men Are Islands: The Need for Social Approval**—Demonstrates one major way of measuring the approval need, and discusses experimental studies documenting important ways behavior is affected by approval need. (28:52)

12. **The Ghost from Within: Anxiety**—Discusses various points of view concerning the nature and origin of anxiety. (28:52)

13. **Living to the Hilt: The Psychology of Self-Actualization**—Deals with a set of ideas about human striving which suggest that man has the innate capacity to live in a full-functioning and self-fulfilling way. (28:35)

14. **Obstacles to Action: The Thwarted Motive**—Considers environmental obstacles and internal or psychological blocks that thwart motives. Discusses conflicting motives and forms of conflict resolution. (28:50)

15. **The World through Rose Colored Glasses: Motivation and Perception**—Examines a series of studies demonstrating how a person's motives influence his perception of the environment. (28:50)

Math Matters

Twenty 15-minute color lessons in two modules
Intermediate, junior high
45-page teacher's guide

Produced by KLRN-TV, Austin-San Antonio (1975).

The concepts are basic and timeless, but the approaches are fresh and often zany, in this series designed to inspire students turned off by traditional approaches to mathematics. Lessons range from a group therapy session for victims of "fraction phobia" to the adventures of a "counter" spy in search of large numbers. A deft combination of humor and concrete situations, these programs are useful not only for individual or small-group remediation, but also for large-group introduction or review of basic mathematical concepts.

LESSONS

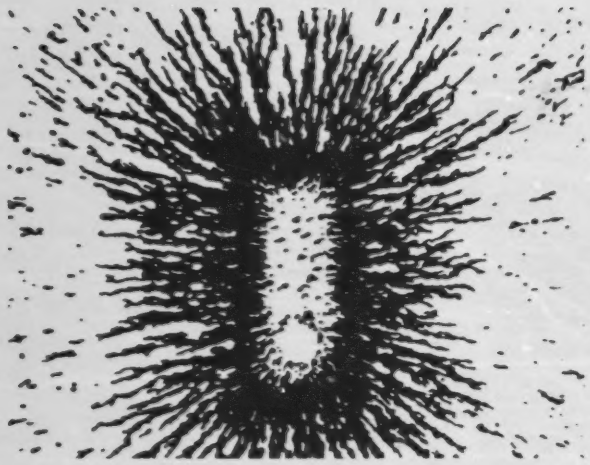
Blue Module

101. **Large Numbers** — A variety of concrete, often zany situations illustrate the written forms, punctuation, and reading of large numbers. (14:13)
102. **Doing and Undoing**—"Doing" (an operation) and "undoing" (its inverse) are demonstrated in commonplace activities as well as mathematically. The program also considers operations with no inverse, one example being multiplication by zero. (14:43)
103. **Triangles** — Executives of Prolific Polygons, Inc., see presentations of the firm's three basic types: the equilateral, the isosceles, and the scalene. A short sequence defines the triangle in set theory terms. (14:37)
104. **Quadrilaterals**—Cecily Snoop visits a quadrilateral factory to learn the definitions of squares, rectangles, and rhombi, parallelograms, and trapezoids. A Venn diagram shows the relationship of polygons in set theory terms. (14:33)
105. **Metric System—Linear Measure**—Newscaster Graham Meter reports on the metric system and discovers the relationships between millimeter, centimeter, meter, and kilometer. (14:18)
106. **Metric System—Weight and Capacity**—Gomez the Gourmet explains grams and liters, Dita provides information on kilograms, and Graham Meter narrates film clips showing commercial uses of the metric system. (14:54)
107. **Symmetry**—Symmetry about a line, two lines and a point illustrated through a series of visuals and short vignettes. (14:24).
108. **Fractions I**—Therapy for "fraction phobia" includes building meanings for the terms "numerator," "denominator," and "congruent." Examples of two types of fractions—"how much" and "how many"—are demonstrated. (14:34)
109. **Fractions II**—B.J. Toddy recounts the tale of a friend's inheritance to show the relationship between numerator and denominator in fractions. He uses coins to demonstrate equivalence. (14:35)
110. **Properties of Zero and One**—As Clarence and friends watch TV, "Stellar Voyage" presents properties of zero, properties of one, and other related mathematical concepts. (14:53)

Green Module

201. **Percent**—The meaning of "percent" is illustrated in the context of commercials, newscasts, a quiz show, and a "consumer tips" feature. (14:27)
202. **Probability I**—A gumball machine, a gypsy fortuneteller, and a probability counseling booth are used to present the basic concepts of probability. (14:25)
203. **Probability II** — The possibility of winning a free meal at a restaurant called Fat Chance draws the characters into a challenging probability exercise. (14:22)
204. **Area I**—A wall covered with graffiti and a doghouse to be carpeted provide the incentive for learning how to find the area of squares and rectangles. (14:17)
205. **Area II**—Constructing pup tents for a school play introduces the need for finding the area of a triangle. (14:15)
206. **Data Graphs**—An awards ceremony honors a detective show in which graphs—line, bar, and circle—provide the incriminating evidence. (14:44)
207. **Unit Pricing**—A robot housekeeper is sent to the factory for an adjustment in his circuitry which will equip him to do comparison shopping. (14:41)
208. **Volume I**— A detective format centers around the investigation of a construction company, where the basics of volume must be learned in order to compute cubic yards of dirt and cubic yards of concrete. (14:59)
209. **Volume II**—This program has characters computing the volume of cylinders, pyraminds, and cones. (14:30)
210. **Estimation**—The difference between a wild guess and an estimate is examined, with an emphasis on the usefulness of estimation in a variety of situations. (14:40)

Matter & Motion



Seventeen 15-minute color lessons
in four modules
Intermediate
24-page teacher's guide

Produced by Hampton Roads Educational Television Association, WHRO-TV, Norfolk (1973).

In this visually rich series, specialized photographic techniques allow youngsters to see volcanoes and mountains being formed, to inspect Jupiter's red spot and the rings of Saturn, to watch a year of days and seasons pass in a few short minutes. Such memorable experiences help make physical science topics important and understandable. Ecologically-oriented, the lessons encourage students to take a personal interest in their environment. The series is a companion course to ANIMALS & SUCH.

Larry Crum is the producer, designer, and narrator for MATTER & MOTION, and also the author of its teacher's guide. Before becoming a studio teacher and producer for Hampton Roads Educational Television Association, he taught biology and earth science in Virginia public schools.

Cinematographer Stewart Harris is a professional illustrator, animator, cartoonist, and still photographer with film credits for more than a hundred projects in instructional and public television.

LESSONS

Module Blue

101. Something in the Air—Surveys the causes and the development of air pollution. (14:30)

102. Our Polluted Waters—Introduces plants, plant-like organisms, and sea animals that thrive in polluted water. (14:30)

103. Radioactivity and the Environment—Explores the properties of radioactive materials. (14:34)

104. Sounds around Us—Investigates the origin of sound and how it is received by the human ear. (14:32)

Module Green

201. About Energy—Studies the origins and physical characteristics of energy. (14:34)

202. Simple Machines—Uses toys, games, recreational facilities, and tools to illustrate how simple machines work. (14:34)

203. Machines That Move People—Visits Transpo '72 to see past, present, and future modes of transportation. (14:30)

204. Magnetism and Electricity—Considers the relationship between magnets and electricity. (14:33)

Module Red

301. Earth Resources—Considers the use and misuse of our natural resources and emphasizes the value of natural resources to man. (14:30)

302. Thinking About Rocks—Looks at the way rocks are broken down by the forces of nature. (14:34)

303. The Earth's Past—Studies the evolution of the earth and of life forms that have existed on its surface. (14:33)

304. The States of Matter—Introduces the states of matter —solids, liquids, and gases—and the concept of a plasma state. (14:35)

Module Brown

401. Days and Seasons—Illustrates the changes that occur during a single day and during the four seasons. (14:28)

402. It's About Time—Uses special effects photography to study the dimension of time. (14:40)

403. The Solar System—Uses advanced photographic techniques to explore the sun, planets, moons, asteroids, and comets of our solar system. (14:34)

404. Weather—Considers how the weather influences our lives. (14:28)

Holiday Lesson (order separately)

About Christmas Trees — presents a visual study of trees, cut and uncut, artificial and real, unadorned and magically decorated with lights and ornaments — set to the music of antique music boxes. (14:34)

A Matter of Fact

Fifteen 20-minute color lessons
Junior high, senior high
16-page teacher's guide
Produced by WETA-TV, Washington, D.C. and AIT (1973).
Available for purchase on film and videocassette.

Focusing on works of non-fiction, A MATTER OF FACT reveals to young people how literature can recreate the excitement of man's struggles and achievements. With each program featuring a single work or a single theme, the series explores man's curiosity and zest for adventure, his creativity, and his capacity for strength, dignity, and compassion, as well as for cruelty and oppression. On-location film segments, dramatizations, and personal interviews add visual impact to this series, which is designed to stimulate the student viewer to read the featured works and to develop interest in non-fiction literature. The series is a companion course to A MATTER OF FICTION. Winner of Bronze Medal, Atlanta International Film Festival, 1974; Learning Magazine Award, 1974; and CINE Golden Eagle Award, 1976.

John Robbins, one of the most popular and effective teachers ever to appear on television, is the creator of and host for the series. An elementary school teacher and a studio teacher of language arts, Mr. Robbins is also a writer, a painter, an actor, and a musician. He uses each of his talents to enhance these television presentations.

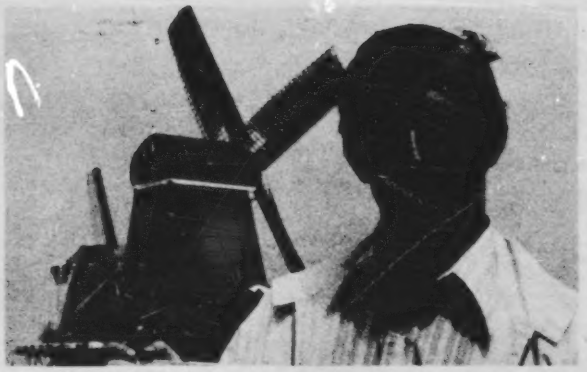
LESSONS

1. **Search and Serendipity**—Explores how man's discoveries on earth and in space have come about through deduction, through mathematics, and sometimes by accident. (19:43)
2. **In a Violent Time**—Dramatizes the struggles of two 17th century American women, Ann Hutchinson and Mary Dyer, against religious and political oppression. (19:52)
3. **Last Stand**—Examines the Roman seige of Masada, a mountain fortress held by Jewish partisans in the first century A.D., as an historic event and as a living symbol. (19:35)
4. **It Will Happen Again**—Investigates why people persist in building houses in dangerous places, despite the recurrence of natural disasters. (19:49)
5. **Man's Inhumanity**—Reflects on the experiences of several persons whose courage and endurance enabled them to survive humanely through the atrocities of World War II. (19:50)
6. **Man in a Paper Boat**—Interviews Thor Heyerdahl and his crewmate Erik Hesselberg about their discoveries and experiences on the sea voyages of the Kon Tiki and the Ra II. (19:34)
7. **And There Were No More**—Looks at animal species near extinction, and considers the conservation work of zoologist Gerald Durrell, and the national effort to save the whooping crane. (19:16)
8. **The Creative Person**—Illustrates how the artist reveals the spiritual dimension of the human experience, spotlighting actress Julie Harris and the work of artist Marc Chagall. (19:43)
9. **Diggers and Finders**—Examines man's attempt to make clear his kinship with his predecessors by means of archeological exploration. (19:35)
10. **Black Wealth**—Illustrates the spiritual richness of black artists involved in the black struggle for freedom and recognition, spotlighting writer-photographer Gordon Parks and actress Margo Barnett. (19:56)
11. **As the World Plays**—Explores how play activities reflect the nature of man. (19:40)
12. **Trail of Tears**—Focuses on the Indian's struggle to maintain his identity and his heritage by following the forced exodus of the Cherokees from their homeland to the West. (19:29)
13. **White Magic, Black Magic**—Dramatizes how people have attempted to gain special power over persons and things by manipulating symbols of good and evil. (19:38)
14. **Action/Reaction**—Examines how ethology, the study of pure animal behavior, has enabled man to learn more about his own behavior. (19:11)
15. **To a Different Drum**—Studies the struggles of Henry David Thoreau and American Revolutionary "soldier," Deborah Sampson, against social conformity. (19:24)

A Matter of Fiction

Fifteen 20-minute color lessons
Junior high, senior high
46-page teacher-student guide

Produced by WETA-TV Washington, D.C.
in association with AIT (1969).



Focusing on contemporary works that feature children in problem situations, A MATTER OF FICTION stimulates young people's interest in reading. The lessons present excerpts from the books but never reveal the endings. Documentary films, illustrations, pantomimes, and film segments shot on location provide visual support. The series is designed to help young people develop an appreciation for a variety of literary forms and styles and an awareness of social differences and similarities in various cultures. The series is a companion course to A MATTER OF FACT. Winner of Ohio State Award, 1970.

John Robbins is a distinguished and multi-talented teacher in the field of instructional television. He received a National Educational Television award for an earlier series, COVER TO COVER, and an award for excellence from the American Association of University Women for the series ROAMING THE SMITHSONIAN, produced for NET. Mr. Robbins has also performed piano recitals and has exhibited paintings at his alma mater, East Carolina University.

LESSONS

1. **Across Five Aprils** (Irene Hunt)—Describes how the Civil War splits a family and causes a boy to understand some less admirable traits of men. (19:35)
2. **All the Dark Places** (J. Allan Bowsworth) and **Five Boys in a Cave** (Richard Church)—*All the Dark Places* tells how a boy who gets lost exploring a cave finds his way back. *Five Boys in a Cave* centers on five boys who rescue two of their group from a deep pit. (19:36)
3. **Ash Road** (Ivan Southall)—Focuses on several families who live in the path of an unstoppable forest fire. (19:30)
4. **Bookbag**—Describes and analyzes themes of the books, *The Black Pearl* (Scott O'Dell), *White Fang* (Jack London), *Boy Alone* (Reginald Ottley), *The Mutineers* (Richard Armstrong), *Leon* (Helen Griffiths), and *The Bushbabies* (William Stevenson). (19:30)
5. **The Day of the Bomb** (Karl Bruckner) and **The Little Fishes** (Erik Christian Haugaard)—*The Day of the Bomb* concerns the story of a Japanese girl dying of radiation sickness. *The Little Fishes* tells how three children survive in the war-torn rubble of Naples. (19:33)
6. **Donbas** (Jacques Sandulescu) and **The Endless Steppe** (Esther Hautzig)—*Donbas* tells the story of how the author escaped from Russian coal mines. *The Endless Steppe* tells of a Polish girl's life among Russian peasants after she and her family are sent to the Siberian mines. (19:29)
7. **Durango Street** (Frank Bonham)—Set in Watts, California, concerns a boy who is forced to join a gang in a ghetto called "The Flats." (19:33)
8. **The Faraway Lurs** (Harry Behn)—Tells the story of a girl in the Bronze Age who falls in love with a boy from a rival tribe. (19:38)
9. **The Innocent Wayfaring** (Marchette Chute) and **A Traveler in Time** (Alison Uttley)—*The Innocent Wayfaring* tells about a girl of the Chaucerian Era who escapes from a convent to join a circus. *A Traveler in Time* concerns a modern day girl who travels into the past and becomes involved in a plot to save the life of Mary, Queen of Scots. (19:30)
10. **The Outsiders** (Susan E. Hinton)—Focuses on warring gangs in a Midwestern city whose conflicts result in the death of a boy. (19:30)
11. **The Pit** (Reginald Maddock) and **Smoke** (William Corgin)—*The Pit* centers on a boy who strikes back after enduring the beatings of his drunken father. *Smoke* describes how a boy finds a lost dog and then begins to cooperate with his stepfather. (19:18)
12. **A Slave's Tale** (Erik Christian Haugaard)—Concerns the sailing misadventures of a slave girl's youthful master during the Viking Age. (19:55)
13. **Undertow** (Finn Havrevold) and **Count Me Gone** (Annabel and Edgar Johnson)—*Undertow* tells about a young boy's idolatry for an older boy who has stolen a sailboat. *Count Me Gone* describes how a boy becomes disillusioned after his brother uses him as a scapegoat. (19:34)
14. **The White Mountains** and **The City of Gold and Lead** (John Christopher)—Tells about extraterrestrial beings who plan to replace the earth's atmosphere with their own which would destroy the human race. (19:38)
15. **The Year of the Jeep** (Keith Robertson)—Concerns two boys who try to earn money to buy a jeep they have restored to working order. (19:35)

MeasureMetric

Twelve 15-minute color lessons
Intermediate, junior high
Teacher's guide

Developed through the resources of a consortium of twenty-five agencies, organized and managed by AIT. Produced for AIT by OECA, Toronto; UNIT Productions, Salt Lake City; and the South Carolina Department of Education through its Office of ITV and Radio, and the South Carolina ETV Commission (1977).

Available on film and videocassette.

This is a series for middle- and upper-elementary students that uses the metric system in dealing with the process of measurement. The programs employ engaging characters and a variety of production techniques to help students understand better the process of measurement, accurately employ measuring instruments, and report and interpret measurements using metric units.

LESSONS*

1. **Measuring**—A carnival barker, Smiling Bob O'Shea, deals with a heckler who asks, "Why do we measure?" In doing so he introduces a variety of measuring instruments used in everyday life, and also gives the crowd "sneak previews" of the measurement show to follow.
2. **Length 1: Who Measures?**—A pizza is one of the objects that Murray (the wizard of metric measurement) employs to help his cousin Randolph learn to use metric measuring devices. In the process, Randolph discovers how millimetres, centimetres, and decimetres relate to one another and to the metre.
3. **Length 2: A Thousand Clicks**—Murray helps Randolph learn to use tools to measure round objects and distances longer than the measuring device. Randolph finds out how long a kilometre is — by running around a track!
4. **Length 3: The Final Test**—Randolph learns to estimate the size of large and small objects, and discusses with Murray the meaning of "approximate" measurement.
5. **Area 1**—In a dream, Barbara is led by a 12 cm high rabbit to Arealand, where she explores the concept of area in a series of fanciful adventures.
6. **Area 2**—In the Gallery of Hanging Squares, a walrus helps Barbara learn to measure the areas of squares and rectangles, using a grid.
7. **Area 3**—Barbara's adventures in Arealand continue. She learns from a swan how to use a formula for determining area, she converses with a talking hectare, and she proves her measuring abilities "in court."
8. **Volume 1**—Joey, whose grandfather is Doc of "Doc Cranshaw's Wild West Medicine Show," learns about litres and how to measure volume indirectly. Later he goes to the store for Widow Brown and becomes interested in a contest to guess the number of pieces of candy in a jar.
9. **Volume 2**—After helping his grandfather with the magic show, Joey puts his mind to the problem of estimating the number of pieces of candy in the jar. At school, his teacher explains how to use a formula to compute the volume of rectangular objects.
10. **Volume 3**—Joey discovers how to use the displacement technique to measure the volume of an egg and a crystal ball. He helps a prospector plan a dam, and then wins a puppy in the candy estimating contest.
11. **Mass 1**—Anna Clark and her friend Inspector Hector become involved in a case that requires weighing evidence — peanuts, carrots, and an elephant. She discovers that identical mass does not necessarily mean identical volume.
12. **Mass 2**—Inspector Hector shows Anna how to use appropriate beam balance scales to measure the mass of the clues. Together they solve the mystery of the disappearing elephant.

*Times for programs in this series were unavailable at the time of publication

Meet the Arts

Fifteen 30-minute black and white lessons
Intermediate
85-page teacher's guide

Produced by Massachusetts Educational Television (21 Inch Classroom) and WGBH-TV, Boston (1967).

From prehistoric times to the technological twentieth century, western man always has expressed his hopes, values, fears, and fancies through the arts. This series focuses on the evolution of art forms, and on the basic elements common to all: rhythm, shape, mood, form, and message. Through diverse artistic languages—music, dance, theater, literature, architecture, sculpture, painting, and photography—viewers come to appreciate the arts as means of communcation, present not only in museums, but also in the familiar objects and experiences of everyday life.

Sonya Hamlin, the television teacher, is an experienced choreographer, performer, television writer, and producer. She has directed dance departments at Radcliffe College and the City University of New York. Ms. Hamlin received an M.A. in Education from New York University and has done graduate study at the Julliard School of Music, Dalcroze School of Eurythmics, Colorado College, and the Connecticut College for Women.

LESSONS

1. **Introducing**—Music, dance, theater, literature, architecture, sculpture, painting, and photography, as the languages artists used to express experience and emotion. (28:03)
2. **Shape and Line**—Considers the shape of straight lines and curved lines in architecture, painting, music, and dance. (28:45)
3. **Rhythm**—Explores rhythm as the artist creates it and as the audience responds to it in architecture, painting, and musical composition. (28:13)
4. **Form**—Investigates the inner structure of a work of art and illustrates how material influences form. (28:43)
5. **Content**—Demonstrates through a fable, a mime performance, and sculptured lions from different periods, how an artist's meaning can be discovered. (28:56)
6. **You Decide**—Proposes three basic steps in evaluating art works, a general view, a specific view, and a conceptual view. (28:45)
7. **It's All Around You**—Looks at common things and shows how art transforms them into beautiful, meaningful experiences. (29:00)
8. **Since Man Began**—Relates how primitive peoples embody their hopes, fears, and flights of imagination in artistic works. (28:55)
9. **Greece**—The Greek ideals of proportion and balance are examined in pottery, sculpture, and legends of the Golden Age. (28:38)
10. **The Middle Ages**—The mysticism, anonymity, and superstition of the period are illustrated by an illuminated prayerbook, a suit of armor, and a Gothic cathedral. (28:30)
11. **The Renaissance**—Renaissance Man's desire and ability to explore and change his world as shown in a Commedia dell'Arte scene, in examples of Italian painting, and in the inventive designs of da Vinci. (29:18)
12. **The Age of Baroque**—The correlation between lifestyle and its expression in art is highlighted by an investigation of the splendid and opulent architectural style of Versailles. (28:33)
13. **The Romantic Age**—This period's quest for individuality is expressed by its poets and musicians in their artistic response to nature and portrayal of emotions. (28:52)
14. **The Twentieth Century**—Modern art is explored as a reflection of the achievements of technology and the search for new insights. (28:33)
15. **America Now**—Considers art forms representative of our age—Op and Pop art, structural sculpture, electronic music, and experimental film. (28:45)

The MeTooShow

Four 20-minute color lessons
Primary
4-page combination teacher's guide and fact sheet

60-minute teacher-parent program

Produced by Three-Prong Television Productions in cooperation with the Erikson Institute for Early Education in Chicago, with grants from the Harris Foundation and the Corporation for Public Broadcasting (1970).

Just sitting down can be a lively experience—if you do it like a monkey or a kangaroo, if you choose a unique chair (like maybe a fire hydrant), if you're playing a sitting-down game. This series of four programs is designed to stimulate just such curiosity and active, imaginative play in preschoolers. Moving through fantasy and reality, the series looks at rain, at city streets, at animals, and at games and activities, with follow-up suggestions for use in the classroom or at home.

LESSONS

1. **If I Were an Animal**—Children invent ways of expressing the movements and sounds of their favorite animals. (19:41)
2. **Sit Down!**—Sitting down becomes a lively experience when children imitate different sitting styles of animals and people. (19:29)
3. **Water Is Wet**—A rainy day inspires children to imagine "watery" fun—from paper sailboats to mud-pie baking. (19:34)
4. **Where Does My Street Go?**—Children discover that a walk down the street can be a magical journey of constantly changing sounds, shapes, and moods. (19:30)

Metrify or Petrify

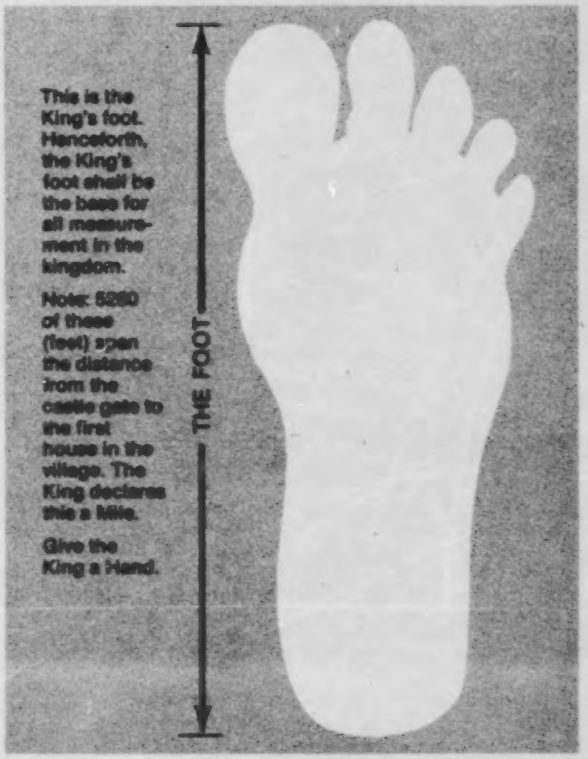
Eight 30-minute color lessons
Teacher in-service
Viewer's guide

Produced by KLCS-TV, Los Angeles, for the Los Angeles Unified School District and The California State University and Colleges (1975).

This series introduces SI Metrics (Système International d'Unités—The International System of Metric Measurement Units), the system of measurement that is gaining support in the United States. The course is designed to develop an awareness of all units of SI metric measurement and a working knowledge of many of those units.

LESSONS

1. **An Introduction to Metrics**—Explores broad-gauged metric concepts. (28:30)
2. **Linear Measurement**—Defines linear metric measurement and introduces the first derived unit. (28:34)
3. **Area Measurement**—Examines area concept and measurement in the metric system. (28:30)
4. **Volume Measurement**—Considers volume concept, volume measurement, and capacity measurement in the metric system. (28:36)
5. **Mass vs. Weight**—Defines mass and explores the measurement of mass in metric units. (28:10)
6. **Temperature**—Deals with the measurement of temperature, heat, and heat energy in metric units. (28:23)
7. **Time—And Additional Derived Units**—Explores time, velocity, acceleration, force in newtons, and pressure in pascals, and exposes the entire range of base and derived SI metric units. (28:11)
8. **A Decision Whose Time Has Come**—Provides an overview of metric units of measurement, extends the prefix lineup to its present limits, and shows part of a day in metric America. (28:30)


This is the King's foot. Henceforth, the King's foot shall be the base for all measurement in the kingdom.
Note: 5280 of these (feet) span the distance from the castle gate to the first house in the village. The King declares this a mile.
Give the King a Hand.
THE FOOT

Natural Science Specials

Fourteen 20-minute color lessons in two modules
Intermediate
6-page combination teacher's guide and fact sheet

Produced by UNIT Productions, Salt Lake City (1973).

Filmed in the Western United States, with its varied environments and spectacular geological formations, this series captures the grandeur of mountain peaks and plunging canyons, and the dignity and tenacity of animals and plants struggling to survive in a world of constant change. Some of the programs, like those on glaciers and fossils, focus on how the earth and its creatures have developed and changed over millions of years. Others, like those on mountain water and bighorn sheep, stress man's need to concern himself with the environment. The series can be used to support the regular curriculum or as a special interdisciplinary unit of study.

Producer-director: Dean Bradshaw.

LESSONS

Module Blue

101. **Canyonlands**—Discusses the prehistoric events that created the Canyonlands, a world of cliffs and canyons, continually reshaped by wind and water. (18:25)
102. **The West: Land of Many Faces**—Focuses on the topography, beauty, and geologic history of the five physiographic provinces that make up America's western uplands. (12:57)
103. **Volcanoes: Vulcan's Forge**—Explores the development of volcanic eruptions, shows island chains formed by volcanic activity, and demonstrates uses for volcanic materials. (18:05)
104. **Fossils: A Book from the Past**—Explains how fossils are formed, where they are found, and what they tell us about prehistoric life on earth. (18:01)
105. **The Great Salt Lake: America's Inland Sea**—Discusses the economic and industrial activity around the lake and speculates on its future as a recreational area. (18:03)
106. **Mountain Water: A Key to Survival**—Deals with the management of water in mountain regions, including dams, reservoirs, treatment plants, and the process of terracing. (15:51)
107. **Pond Succession: A Circle of Life**—Traces the history of a pond, from the creation of a basin to its disappearance, as sediment causes the pond to become more and more shallow. (16:25)

Module Green

201. **Glaciers: Nature's Big Bulldozers**—Studies the development of glaciers and land formations resulting from glacial movement. (17:51)
202. **Mountains and Mountain Building: Nature's High Rise**—Explores various kinds of "mountain building," and considers the theories of isostasy and continental drift. (18:54)
203. **Lake Bonneville: History's High-Water Mark**—Creates an evolutionary picture of this prehistoric lake, including the explorers and geologists who have studied its shoreline and fossils. (18:18)
204. **Dinosaurs: The Thunder Lizards**—Studies fossils and visits the Dinosaur National Monument to view reconstructions of these Mesozoic lizards. (19:25)
205. **Marshlands: Where the Action Is**—Examines the interrelationships and interdependencies of plants and animals within the marsh community. Suggests improving marshland management. (19:25)
206. **Plant and Animal Life Distribution: The Natural World**—Examines factors that influence plant and animal growth and distribution. Visits different geological regions where various forms of life flourish. (18:01)
207. **The Desert Bighorn Sheep**—Traces the forced migration of the bighorn from the grasslands to the canyon slopes. Emphasizes the need to preserve both desert and Rocky Mountain bighorns. (13:43)

1977

Thirty-two 20-minute color lessons
Intermediate, junior high
Produced by Georgia Educational Media Service, Georgia Department of Education (1976).

This weekly contemporary affairs series presents issues and events of relevance to students at the middle and junior high school levels. The programs are intended to develop in students a critical approach to the study of contemporary affairs and to help them become more skillful in analyzing the issues that affect their lives.

Each program focuses on a single topic: a host-commentator discusses the issue in detail, sometimes presenting various sides of a controversy. When appropriate, documentary film footage, graphic illustrations, and interviews with experts are used to explore the subject more thoroughly. Typical of the subjects are these from past series—TV violence, the jury system, marriage, divorce, women's rights, the food crisis, My Lai, space exploration, the right to privacy, money and sports, and the sea. Among the topics to be presented this year are government regulation of auto safety, TV news, organized sports, manners, and modern vigilantism. A synopsis of the content of each program is sent in advance of the program itself.

This series was recently awarded an Emmy in the Best Children's Program category by the Atlanta Chapter of the National Academy of Television Arts and Sciences. It is a past winner of an Ohio State Award for educational television programming.

Once Upon a Town

Fifteen 20-minute color lessons
Primary, intermediate
Teacher's guide

Produced by Maryland State Department of Education (1977).

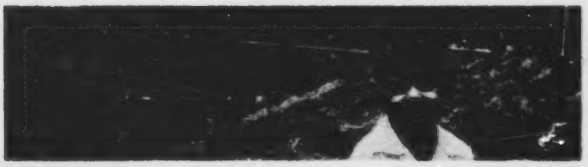
ONCE UPON A TOWN explores literary selections that deal with universal themes—self-discovery, social issues, the relationship between the human world and the animal world, and fantasy versus reality. Each lesson examines one of these concepts with the congenial assistance of four characters. Appearing two or three at a time, David, Charlee, Nancy, and Carolyn contribute variety and flexibility to each lesson by sharing their experiences. The overall intent of the series is simple but important—to give students the skills and encouragement needed to read and to enjoy reading.

LESSONS*

1. **Who Am I?**—Self discovery as a part of growing up.
2. **Where Do I Live?**—The affect of geographical, cultural, and environmental settings on the way people live.
3. **Is My Way Better?**—Conflict and its resolution as a function of adjustment, compromise, and maturity.
4. **It Makes Me Laugh**—The importance of humor in fact and fiction.
5. **Hobbies Happening**—Personal interests as important avenues of self-development.
6. **Because I Am Different**—The positive and negative aspects of feeling alone.
7. **Scare Me!**—The excitement of fantasy and the supernatural.
8. **Me Alone, On My Own**—Personal problems and the need to face them.
9. **All Kind of Animals**—The special relationship between humans and their pets.
10. **Mind and Muscle Power**—Physical health and discipline as crucial to achievement in many fields.
11. **Earth Care**—Ecology as a social issue that affects us and is affected *by* us.
12. **How Do I Do It?**—A variety of books to stimulate leisure-time activities.
13. **Caring and Sharing**—Trust, understanding, and the common bonds among people.
14. **Beyond Words**—Nonverbal communication in art, music, ballet, mime, and film.
15. **A Matter of Time**—Adventures in time and space, and a look at the world of tomorrow.

*Times for programs in this series were unavailable at the time of publication.

Other Families, Other Friends



Thirty-two 15-minute color lessons
in four modules
Primary
79-page teacher's guide
Produced by WVIZ-TV, Cleveland (1971).

Trips to a Cree fishing camp in Quebec, a Bedouin tent in Israel, a wooden shoe factory in Holland, a coffee plantation in Nicaragua—these are a few of the adventures viewers will share as they meet and learn about families in fifteen foreign lands, plus our own state of Maine. Each program emphasizes the influence of culture, climate, and terrain on the lives of families at home, at school, at work, and at play. Famous landmarks of the past and present provide a background, but the focus is on people and their rich and varied heritage.

Ruth Kotila, teacher for the series, is the teacher-producer of several field trip series, including EXPLORERS UNLIMITED, a companion course. Ms. Kotila has developed lasting friendships with many of her television families. She corresponds with them regularly and encourages the student viewers to correspond with them, too.

LESSONS

Blue Module

MAINE

101. Steve & Kathy & Al—The Thibodeau family of Five Islands, Maine. (14:30)
102. "Said the Whiting to the Snail"—The process of commercial fishing. (14:30)
103. Lobsterman—How to catch, cook, and sell lobster. (14:29)

MEXICO

104. A Long Way from Home—A visit to Acapulco and Teotihuacán. (14:27)
105. Maria and the Coconuts—Mexico City, Tula, and Taxco. (14:28)

ARUBA

106. Little Dutch Island—Unusual features of the island Aruba. (14:30)
107. Bon Bini—An evening of music. (14:30)
108. Visit to Aruba—White sand beaches, and a sunken ship viewed through a glass-bottomed boat. (14:30)

Green Module

LONDON

201. Amanda—Family life in suburban Beckenham. (14:30)
202. Amanda's Adventures in London—The Thames River, the Tower of London, Big Ben, and the market in Petticoat Lane. (14:30)

QUEBEC

203. Watchie—Family life on Cape Jones. (14:30)
204. The Weather Is Out—Cree culture on Cape Jones. (14:30)
205. School Days—A tour of carpenter, guide, and cooking schools established by the Canadian government. (14:30)
206. Jane and Suzanne—Plant, animal, and social life of the Cape. (14:30)

HAWAII

207. Aloha!—Treasures from the sea on Honolulu beaches. (14:30)
209. Land of the Pineapple—A pineapple field, a sugar cane field, and the Polynesian Cultural Village. (14:30)

Red Module

GREECE

301. Vassilis of Athens—The ancient Palace of Knossis on Crete and modern Athens. (14:30)

TURKEY

302. City of 500 Mosques—Explores the Blue Mosque and a five-hundred-year-old castle. (14:31)

ISRAEL

303. Shalom Aleichem—A Roman fortress, a Bedouin family, the Dead Sea, and a modern kibbutz. (14:30)
304. Jerusalem the Golden—Modern skyscrapers and ancient ruins of Jerusalem. (14:30)

EGYPT

305. The Gift of the Nile—A camel ride from Cairo to the pyramids. (14:30)

HOLLAND

306. Windmills and Wooden Shoes—A tour of Madurodam, a windmill, and a wooden shoe factory. (14:30)
307. Monique of Amsterdam—A visit to the Anne Frank home and a diamond polisher at work. (14:30)

FRANCE

308. A Little Bit of Paris—Notre Dame Cathedral, Montmartre, and the Eiffel Tower. (14:30)

Brown Module

ICELAND

401. Land of Frost and Fire—The Icelandic countryside. (14:30)
402. City of the Smoky Bay—Contemporary culture and the Arbaer Folk Museum in Reykjavik. (14:30)

JAMAICA

403. Island in the Sun—Kingston, Spanish Town, and Dunns River Falls (14:27)
404. Out of Many, One People—Preparations for Christmas—a fair and a concert. (14:28)

PANAMA

405. Crossroads of the World—The Panama Canal, ancient ruins, and the Bridge of the Americas. (14:30)
406. At Home on San Blas Island—Traditional costumes, needlework, and occupations of the Cuna Indians. (14:30)

NICARAGUA

407. Land of a "Kapriska Purara"—A park, a market, and the Presidential Palace in Managua. (14:30)
408. Nicaraguan Countryside—Lava fields, an Indian settlement, and a coffee plantation. (14:30)

Picture Book Park

Sixteen 15-minute color lessons in four modules
Primary
27-page teacher's guide
Produced by WVIZ-TV, Cleveland (1974).

Storyteller Ann McGregor, aided by resident poet Wise Willie the Owl, offers warm and interesting reflections on a variety of children's books. Childhood joys and heartaches, whimsy and humor, all have place in PICTURE BOOK PARK, where several special visitors, including an artist and a guitarist, help relate children's literature to the real world. Colorful line drawings and miniature stage settings reinforce each story experience.

Ann McGregor has been a teacher of the primary grades and has worked as an elementary school librarian in Berea, Ohio.

LESSONS

Blue Module

101. Sylvester and the Magic Pebble—*Sylvester and the Magic Pebble* by William Steig. Poetry Selection: "How Many 'Ers' Are You" by Marcie Hans. (14:28)

102. That's Right, Edie—*That's Right, Edie* by Johanna Johnston. (14:18)

103. Bedtime for Frances—*Bedtime for Frances* by Russell Hoban. Poetry Selections: "Questions at Night" by Louis Untermeyer from *Rainbow in the Sky*. "Bedtime" by Eleanor Farjean from *Over the Garden Wall*. (14:32)

104. What Mary Jo Shared—*What Mary Jo Shared* by Janice Udry. (14:27)

Green Module

201. Mighty Hunters—*Good Hunting Little Indian* by Peggy Parish. *The Mighty Hunter* by Berta Bader. Poetry Selection: "Indian Children" by Annette Wynne from *For Days and Days*. (14:27)

202. Folktales—"The Three Billy Goats Gruff" and "The Three Little Pigs" from *Chimney Corner Stories* by Minton Balch. (14:37)

203. Mice are Nice—*Henry the Uncatchable Mouse* by Sidney Simon. *Frederick* by Leon Lionni. Poetry Selection: "The City Mouse and the Country Mouse" by Christina Rossetti. (14:27)

204. From Japan—*A Pair of Red Clogs* by Massako Matsuno. (14:28)

Red Module

301. Lovable Lyle—*Lovable Lyle* by Bernard Waber. (14:30)

302. Friends—*I Need a Friend* by Shirley Kafka. *My Friend John* by Charlotte Zolotow. *Robbie's Friend George* by Shirley Estes. Poetry Selection: "Doodle-Dee-Do, Find Me a Friend" by Elaine Sobecks. (14:25)

303. Alfred—*Alfred* by Janice Udry. (14:30)

304. Spotty—*Spotty* by Margaret Rey. (14:27)

Brown Module

401. Happy Birthday—*Tree for Rent* by Richard Shaw. *Birthday Presents* by Eugene Fern. (14:24)

402. Zoo—*May I Bring a Friend* by Beatrice DeRegniers. *Zoo, Where Are You?* by Ann McGovern. (14:23)

403. Benjie—*Benjie on His Own* by Joan Lexau. (14:20)

404. Presents—*Ask Mr. Bear* by Marjorie Flack. *Mr. Rabbit and the Lovely Present* by Charlotte Zolotow. (14:25)

Pilgrims to the West

Six 20-minute color lessons
Junior high, senior high
6-page combination teacher's guide and fact sheet

Produced by KLRN-TV, Austin-San Antonio (1972).

A common misconception in American history is the belief that the colonization of the United States began on the Atlantic Coast and moved steadily westward toward the Pacific. This series stresses the multi-directional and multi-cultural settlement of North America; in six dramatic vignettes, it depicts the exploration and colonization of the Southwest by Spaniards, long before the first Massachusetts pilgrim arrived in the New World. The influence of Spanish explorers and Catholic missionaries on American Indian culture also is examined. The series can be used as a companion course to PROJECT: HISTORY.

LESSONS

1. **A Second World**—Focuses on the early confrontations between Indian culture and Spanish culture which resulted in a war lasting over four hundred years. (19:34)
2. **Sailors on Horseback**—Concerns the expeditions of early Spanish explorers who looked for "Cities of Gold" and explored New Mexico and Texas, often lying about what they saw in order to get money for further explorations. (19:32)
3. **Altars on the Sand**—Examines the early role of priests in America, when each Spanish conquest was also a crusade to convert Indians to Catholicism. Priest-explorers often dispelled the tall tales of the earlier explorers. (19:46)
4. **The Fourteenth Colony**—Considers the differences between the Spanish Colonies of the Southwest and the English colonies of the East, and examines the role of the Rio Grande River as a sustaining factor in early colonial development. (19:46)
5. **After Cortez**—Describes Mexico City, as an Aztec cultural center (Tenochtitlan) and as it was destroyed and rebuilt by the Spaniards. (20:00)
6. **Tomorrow Mexico**—Looks at the fading of the Spanish Colonies in North America, the Mexican Revolution, and the legacy of Spanish culture. (20:00)

Primary Art

Thirty 15-minute color lessons
Primary
86-page teacher's guide

Produced by KRMA-TV, Denver, in association with AIT (1969).

This series introduces first and second graders to the meanings and methods of art—by illustrating basic artistic concepts and by presenting a variety of examples and methods for achieving self-expression through art. Young viewers visit artists' studios, museums, and galleries to see works in many different media. They observe art in the everyday environment—in the changing seasons, in houses, in hats, and in the differences in people. The course balances observation and understanding with the making of art by encouraging children to create their own art in follow-up classroom activities.

Julie Sassaman has taught at the primary level in the Denver Public Schools for more than twelve years. She holds master's degrees in special education and in art from the University of Denver.

LESSONS

1. **Color All Around Us**—Considers primary colors, the mixing of colors, and how colors evoke feelings. (13:53)
2. **Follow a Line**—Illustrates how lines make designs and create movement and mood. (14:46)
3. **Shapes**—Shows the characteristics of shape through an investigation of common objects. (14:57)
4. **Meeting Artists**—Visits the studios of a sculptor, a weaver, a potter, and a painter. (14:38)
5. **Paint**—Demonstrates the use of various painting tools and techniques. (14:18)
6. **Paint to Music**—Explains how musical rhythm and movement can be expressed by line, color, shape, and texture. (14:40)
7. **Deep Down**—Discusses the ocean as a subject for the artist. (14:47)
8. **Bugs, Bees, and Butterflies**—Considers insects as a subject for art. (14:30)
9. **Paper**—Examines paper as a versatile medium for the artist and child. (14:45)
10. **Hats**—Looks at how hats are made and used, and examines hats as artistic forms. (14:46)
11. **Cloth, Yarn and Stitches**—Explores stitchery as a medium for creative expression. (14:21)
12. **What Do You See?**—Shows how artists see the same things but from different points of view. (14:21)
13. **Art in Motion**—Illustrates design in motion by examining moving space designs (mobiles). (14:20)
14. **Let's Really Look!**—Looks at patterns and colors in nature and man-made things. (14:22)
15. **Finding Design**—Explains that design is the way things are put together. (14:28)
16. **Crayon**—Demonstrates how crayons can be used in drawing, engraving, and painting. (14:31)
17. **Touch and Feel**—Shows how artists use line, shape, color, and pattern to create texture. (14:42)
18. **Odds and Ends**—Shows how old scraps of wood, plastic, and other materials can be used to make art. (14:36)
19. **Printmaking**—Discusses printmaking and demonstrates some printing techniques. (15:10)
20. **Designers**—An architect, an artist, and an industrial designer illustrate that good design is functional and pleasing. (15.07)
21. **House of Dreams**—Illustrates how architects use imagination in the design of functional buildings. (14.32)
22. **Come to the Circus!**—Considers the circus as a subject of art. (14:37)
23. **Portraits**—Looks at portraits from many eras, and of different styles and media. (14:39)
24. **Puppets**—Shows puppets in performance and explains how people use puppets to tell stories. (14:27)
25. **Changing Faces**—Focuses on the magic of masks and how they can be worn for disguise, play, and protection. (14:07)
26. **Collections**—Examines an art museum, showing a sculpture exhibit, art classes for children, and restoration activities. (14:20)
27. **Fantasy**—Explores the role of the imagination in creating art. (14:10)
28. **From the Earth**—Demonstrates how clay is used to make pottery and sculpture. (14:22)
29. **Animals**—Discusses animals as one of man's favorite subjects for art. (14:30)
30. **Make It Your Way**—Scans art from prehistoric times to the present day. (14:40)

Principles of Behavior
(Psychology I)

Fifteen 30-minute black and white lessons
Post-secondary
6-page syllabus

Developed for the U.S. Navy by the Commission on Extension Courses, Harvard University. Produced by WGBH-TV, Boston (1967).

This series considers the complexity of the seemingly simple question: "Why do organisms do what they do?" The course discusses some categories of behavior such as motivation, perception, and learning, and the techniques used to study behavior. It also focuses on principles of behavior central to an understanding of man's purpose, intentions, and goals.

These lectures have been prepared and presented by Professor Bernard W. Harleston, Dean of Faculties, Arts and Sciences, Tufts University; formerly Associate Professor of Psychology, Tufts University.

LESSONS

1. **Doing What Comes Naturally**—Seeks to underscore the various dimensions of behavior and the complexity of the seemingly simple question: Why do organisms do what they do? (29:00)
2. **Putting Square Pegs in Round Holes: The Talents of Man**—Concerns the nature of human talent. Focuses on four basic questions: What is talent? How is talent measured? How do individuals differ in what they can do? How does talent develop? (28:50)
3. **Twixt Choice and Certainty: The High Noon of Behavior**—Focuses on decision-making and conflict—how and why decisions are made. (28:56)
4. **There's More to Vision Than Meets the Eye**—Deals with the selectivity of our perceptions of the world around us. (28:54)
5. **The Habit's Habitat: How We Learn**—Explores the nature of learning. (28:53)
6. **Habits in the Bank: How We Remember and Why We Forget**—Considers what we do with what we have learned. (28:55)
7. **The Nature of Human Motivation**—Attempts to answer two questions: Why do we act at all? Why do we become involved in a particular activity? (28:56)
8. **Getting a Feel for Our Feelings: Our Motives and Emotions**—Explores the relation of our emotions to our motivation and identifies factors that influence the development of each. (28:55)
9. **The Thinking Man's Thought: Problem-Solving and Creativity**—Attempts to analyze the problem-solving process and to relate problem-solving to creativity. (28:55)
10. **The Thinking Man's Thoughts: The Role of Motivation and Curiosity in Thinking and Problem Solving**—Examines the effects of various conditions on problem-solving. (28:40)
11. **The Physiology of Behavior**—Examines features of the nervous system that permit us to process the environment and organize the world. (28:55)
12. **The Nature and Development of Personality**—Defines "personality" and explores various theories of personality development. (28:55)
13. **Personality and Adjustment**—Discusses the problem of relating personality to adjustment. (28:55)
14. **The Individual in Social Relations**—Views social relations as dynamic expressions by the individual of needs to affiliate, identify, and develop. (28:55)
15. **The Control of Behavior**—Directs attention to the dual question: What are the effective techniques for controlling behavior and can we escape being controlled? (28:55)

Project: History

Ten 20-minute black and white lessons
Junior high, senior high
24-page teacher's guide

Produced by KLRN-TV,
Austin-San Antonio (1967).

This series explores ten major themes in American history, from the Quaker "holy experiment" in tolerance to the development of Atomic Age internationalism. In each lesson a combination of still photographs, dramatic vignettes, and narrative helps bridge the gap between the printed record of the present and the living event of the past. The course is intended to generate student questions and class discussion. PROJECT: HISTORY can be used as a companion course to PILGRIMS TO THE WEST.

Glen D. Phillips, host of the series, brings to PROJECT: HISTORY a rare combination of academic and radio-television experience. Currently Assistant Professor of Journalism and Radio-Television-Film at the University of Texas in Austin, he has traveled extensively in Central and South America, the Caribbean, and Canada conducting interviews with leaders in education and government for national broadcast. Mr. Phillips holds a Ph.D. in Radio-Television Journalism from the University of Michigan.

LESSONS

1. **The Colonial Period: William Penn and The Holy Experiment.** (19:55)
2. **The Federal Government: The Whiskey Rebellion.** (19:58)
3. **The Age of Jackson: The Inauguration of 1829.** (19:34)
4. **Manifest Destiny: Fremont in California.** (20:00)
5. **The Reconstruction Era: The Impeachment of Andrew Johnson.** (20:02)
6. **The Age of Corruption: Boss Tweed.** (19:56)
7. **America—World Power: "I Took Panama."** (19:57)
8. **The Industrial Revolution: Henry Ford.** (20:00)
9. **Riches, Ruin, Recovery: The Three Pied Pipers: Long, Coughlin, Townsend.** (20:03)
10. **Age of the Atom: Senator Arthur H. Vandenberg.** (20:03)

Puppets and the Poet

Four 20-minute color programs
Junior high, senior high
6-page combination teacher's guide and fact sheet

Produced by the Mississippi Authority for Educational Television (1974).

Since the Middle Ages, puppets have portrayed both comic and tragic characters in Western drama. By scaling down the on-stage action, puppet performances can create greater clarity and intensity of focus. This is apparent in PUPPETS AND THE POET, as the National Theater of Puppet Arts presents excerpts from the plays of William Shakespeare. Each dramatic moment is reduced to its essential elements, heightening the beauty of the poet's language and underscoring the impact of his message. From the anguished Lady Macbeth to the malevolent Richard III, puppets sensitively capture the nuances of situation and character, providing an educational and entertaining introduction to Shakespeare's work. Host Carl Davis gives background material on the plays and the Elizabethan period from which they evolved. Carol Fijan and Paul Vincent Davis are the featured puppeteers.

PROGRAMS

1. The opening from *Henry V* . . . the sleepwalking scene from the fifth act of *Macbeth* . . . Richard III's monologue in which he plots his marriage to Lady Anne. (19:38)
2. A scene from the second act of *The Taming of the Shrew* on the often touchy subject of courtship and marriage. (19:26)
3. The "Dumb Show" scene from *Hamlet* (Act III, Scene II). (19:23)
4. The conclusion to the scene from *Richard III* presented in the first program: Richard's wooing of Lady Anne. (19:40)

Readers' Cube

Fifteen 20-minute color lessons
Intermediate
Teacher's guide

Produced by Maryland State Department of Education (1977).

This series concentrates on developing selection skills and a positive attitude toward reading. The programs present dramatizations of literary works that deal with universal feelings and experiences. Among the themes are those of self-awareness, personal concerns, social concerns, human relations, environmental education, and career education. Included also are interviews with authors and illustrators that give students a better understanding of the creative process.

LESSONS*

1. **The Me of the Moment**—The search for self-knowledge and self-understanding.
2. **My World**—The community and how it influences the lives of its people.
3. **The Trouble With Life**—Conflict as part of the experiences of life.
4. **A Touch of Humor**—Humor as a mode of perceiving, and the underlying seriousness of some humor.
5. **One Can Be a Lonely Number**—People who are alone, by choice or circumstance.
6. **Something To Do**—Personal interests and their contributions to growth and development.
7. **Sorcerers! Spells! Suspense!**—Finding pleasure in ghosts, witches, and eerie settings.
8. **Troubles and Triumphs**—The universal problems that people share.
9. **Under the Sky**—The interdependence of people and nature.
10. **Winning Combination**—Success as a combination of mind and muscle.
11. **The Scene Now**—How involvement in social issues can effect change.
12. **Here's How**—Leisure-time activities that may lead to career choices.
13. **Be a Friend**—Friendship and the traits that inspire trust.
14. **Dimensions**—Today's fantasy and tomorrow's reality.
15. **Without Words**—Images without words in art and music.

*Times for programs in this series were unavailable at the time of publication.

Ready? Set... Go!

Two courses—each consisting of thirty 20-minute black and white lessons
Primary
105-page teacher's guide for Level I
134-page teacher's guide for Level II

Four 30-minute teacher programs

Produced by AIT at WHA-TV, Madison (Level I—1969) (Level II—1970).

These courses, developed by leading physical educators and reflecting current trends in the field, teach basic movement as a foundation for effective body control. The courses are designed to be used in sequence. At level I, the lessons guide children in exploring and discovering how the body moves, what the body does, where the body moves, and the various relationships involved in movement. At Level II, this basic knowledge is refined and extended. READY? SET . . . GO! also engages children in intellectual processes: problem solving, inquiry, and the learning of concepts. It emphasizes the development of the individual child as he derives satisfaction from accomplishing tasks he has set for himself and from devising effective patterns of movement.

Jane Young, an elementary physical education teacher in Middletown, Ohio, public schools at the time this series was produced, is now a member of the faculty of the University of South Florida. Ms. Young also has taught at the Bishop Strachan School for Girls in Toronto, has been director of athletics and physical education at the University Settlement of the University of Toronto, and has lectured for the Ontario Board of Education.

Consultants: Dr. Kate R. Barrett, associate professor at the University of North Carolina, Greensboro; and Dr. Bette J. Logsdon, professor at the Bowling Green State University, Bowling Green, Ohio.

Lesson Numbers and Times

Level I	Level II
1. (19:26)	1. (19:34)
2. (19:30)	2. (19:33)
3. (19:29)	3. (19:41)
4. (19:32)	4. (19:50)
5. (19:20)	5. (19:38)
6. (19:27)	6. (19:40)
7. (19:03)	7. (19:33)
8. (19:35)	8. (19:38)
9. (19:37)	9. (19:42)
10. (19:31)	10. (19:53)
11. (19:32)	11. (19:50)
12. (19:22)	12. (19:42)
13. (19:27)	13. (19:26)
14. (19:20)	14. (19:44)
15. (19:21)	15. (19:38)
16. (19:34)	16. (19:25)
17. (19:22)	17. (19:36)
18. (19:26)	18. (19:37)
19. (19:25)	19. (19:24)
20. (19:29)	20. (19:28)
21. (19:34)	21. (19:40)
22. (19:33)	22. (19:31)
23. (19:30)	23. (19:31)
24. (19:10)	24. (19:30)
25. (19:52)	25. (19:38)
26. (19:50)	26. (19:33)
27. (19:30)	27. (19:42)
28. (19:32)	28. (19:30)
29. (19:39)	29. (19:22)
30. (18:54)	30. (19:29)

Rights and Responsibilities

Eleven 20-minute color lessons
Junior high, senior high
16-page teacher's guide

Produced by WHRO-TV, with funds provided by the Commonwealth of Virginia (1975).

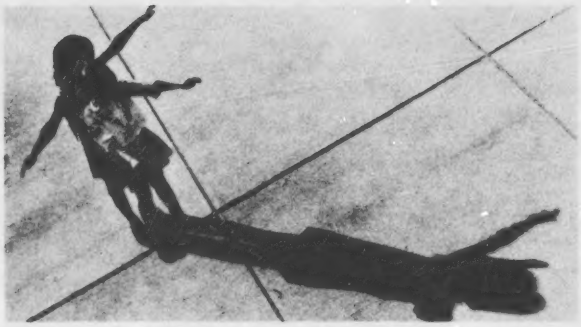
Available on videocassette.

This series examines the duties and the privileges of the individual in a free and stable society. Case studies and examples of real situations help young people understand the complex legal interplay of privileges, obligations, and limitations inherent in citizenship. The lessons deal with rights and responsibilities in the school, at work, and in society as a whole. Winner of San Francisco State University Broadcast Media Award, 1975; and SECA Certificate of Merit, 1975.

LESSONS

1. **I Didn't Care**—Larry, an ex-convict, tells the true story of his life from age nine to nineteen. He discusses his law violations and his attitude toward his parents and school. (19:59)
2. **Dead Path**—Larry continues his story, relating his experiences from the time of his arrest for common-law burglary, through his stay in jail, to the day he was sentenced in court. (19:55)
3. **Change**—Larry recalls the five years spent living and working at Southampton Correctional Farm, and tells how he changed from a person full of bitterness to a young man eager to live responsibly in a free society. (20:11)
4. **An Interview with Larry**—Four junior high school students question Larry about his past experiences and his present feelings. (19:49)
5. **Police Officer**—As a part of their daily routine, two truant officers cruise the city and record daily encounters with juveniles involved in burglary, truancy, a marijuana violation, and driving without a license. (19:35)
6. **An Open Mind**—Student comments about police and laws in general are contrasted with the thoughts of three police officers as they work through their daily routines. (19:38)
7. **In-School, Part 1**—After a kinestatic treatment of social changes that have affected students from 1914 to the present, an administrator, teachers, and students express themselves on issues of truancy, due process, and corporal punishment. (19:43)
8. **In-School, Part 2**—Point-counterpoint is heard from students, teachers, and an administrator on the issues of smoking, assault, dress, privacy of lockers, student records, vandalism, and anti-authoritarian attitudes. (19:35)
9. **At Work**—Four young people, an apprentice welder, a machinist apprentice, a photo-offset trainee, and a young man who has held many different jobs, talk about work experiences and express feelings about work. (19:29)
10. **Sign Here**—This examination of contracts considers types of contracts, contracts and minors, implications of reaching the age of majority, credit and commercial employment contracts, wage garnishment, and the marriage contract. (19:00)
11. **The Voting Machine**—Film segments showing a young person registering to vote and using an electronic voting machine precede a question-and-answer session between students, a professor of political science, and the chairpersons of the local Democratic and Republican parties. (19:45)

Ripples



Thirty-six 15-minute color lessons in six modules
Primary
Discussion leader's guide

36-page teacher's guide
Three 30-minute teacher programs

Developed through the resources of a consortium of thirteen agencies, organized and managed by AIT. Produced for AIT by NVETA, Annandale (1970).

Available for purchase on film and videocassette.

"Like a pebble dropped into still water that sets the water gently swirling, each encounter in RIPPLES sets a child's thoughts and feelings in motion, sparks his curiosity and interest in himself and his world . . ." Unique in its approach to learning, the series presents a variety of encounters intended to develop a child's aesthetic feelings and human values, his sense of inquiry, his ability to cope with change, and his capacity for creating and understanding relationships. Winner, Ohio State Award, 1971.

Chief Consultant: Rose Mukerji, Brooklyn College of the City University of New York. Other consultants: Milton E. Akers, National Association for the Education of Young Children, Bertha Campbell, New York State Education Department; and Elizabeth Ann Liddle, Wheelock College.

LESSONS

Module Blue

101. Going to the Hospital—Chris is taken to the hospital where he is treated by understanding adults. (14:35)

102. Overnight at the Hospital—Chris learns to swallow a pill, and to cope with loneliness at night. (14:35)

103. You're It!—Visiting an art museum, seven-year-olds learn to "feel" with their eyes. (14:15)

104. Talking around the World—American children share games, food, and music with foreign children. (14:25)

105. Fire!—A rookie fireman handles a pumper and hose in a training drill and at a fire. (14:35)

106. Caring for the World—The balance of nature can be restored and maintained if *everybody* begins caring. (14:30)

Module Green

201. Checkup—While the doctor gives him a check up, Jeffrey remembers how a mechanic checked the family car. (14:25)

202. Eyes and Lenses—Special lenses allow the eye to see beyond its natural limits. (14:13)

203. Friends—Children describe "being friends" in terms of their own experiences. (14:25)

204. Millions of Pies—Machines illustrate specialization in automation. (14:20)

205. People Make Music—Music springs from the activities and feelings of people. (14:31)

206. Body Talk—Children explore how body talk can express familiar emotions. (14:25)

Module Red

301. I Found It—Four friends view art made from "found" materials. (14:38)

302. Movement—A child, an athlete, and a dancer express the excitement of human movement. (14:27)

303. Take a Good Look—A magnifying glass helps Lynn discover the richness of her bare toes. (14:07)

304. Out to the Moon—NASA films and models help explain survival needs, rocket stages, and weightlessness. (14:25)

305. Going Home to Earth—John Bannister of NASA demonstrates equipment used on the moon. (14:35)

306. Dad and I—Steve and his father enjoy an afternoon of fishing. (14:46)

Module Brown

401. How Do You Know?—A NASA physicist discusses scientific thinking. (14:15)

402. Shadows—Children explore shadows—outdoors, on a wall, and as a set for a play. (14:17)

403. To Make a Dance—A dancer experiments with different ways to clap, turn, and skip. (14:40)

404. 55 To Get Ready—Five people working together prepare a jet for flight. (14:20)

405. How Did I Get To Be Me?—Tommy wonders how it would be to live somewhere else and in a different family. (14:25)

406. Sounds of Myself—Children discover that their own bodies can be used to tell a story. (14:50)

Module Yellow

501. All By Myself—Susie bakes a birthday cake for her four-month-old puppies—all by herself. (14:31)

502. Rhythms from Africa—The African Heritage Dancers and Drummers introduce tribal chants and African instruments. (14:32)

503. Seeds—Through time-lapse photography, viewers see a lima shoot out roots, stem, and leaves. (14:20)

504. Hands—Man's hand is different from a hoof or a paw because a man can do and "say" things with his hands. (14:26)

505. Feeling Spaces—A meadow and a cathedral help Andrew and Susie understand how spaces influence feeling. (14:18)

506. Animals Need You—A sick elephant? . . . a homeless hippo? These situations are explored on a visit to the zoo. (14:30)

Module Orange

601. Touching the World—Children explore feeling with their fingers, toes, and skin. (14:30)

602. Playing Where You Are—In winter some children sled down snowy hills, while others play on sandy beaches. (14:30)

603. Lost—At the zoo and lost from his big sister Hilary, Andy pauses to think his way out of the problem. (14:30)

604. How Will I Grow?—Children talk about what it means to be a boy or girl. (14:30)

605. Everybody's Different—The idea that "people are people" is developed through an intermingling of many people. (14:30)

606. How It Used To Be—At an annual folk festival, craftsmen celebrate older ways of doing things. (14:30)

The Science Shed

Fifteen 20-minute black and white lessons
Intermediate
163-page teacher's guide

Produced by the Nebraska Council for Educational Television (1970).

Helping students develop and apply scientific method and critical thinking is the goal of this series. The lessons emphasize the process of data collection, the development of facts and hypotheses from observation, and the application of knowledge in controlling or modifying the environment. Fundamental and functional concepts derived from everyday science are considered in an atmosphere of inquiry, designed to motivate viewers to seek answers through individual experimentation.

The studio teacher for THE SCIENCE SHED is V. T. Miller, science coordinator of the Nebraska Council for Educational Television. He has been a junior high school science teacher and a science coordinator in the Nebraska public schools. Mr. Miller also helped to develop and edit the teacher's guide for the series.

LESSONS

1. **Measurement Topics and Techniques**—Considers the presence of error in measurements and appropriate techniques to minimize it. (14:48)
2. **A Study of a Pond**—Demonstrates skills used to record data, to make inferences about probable causes of the conditions observed, and to make predictions of future changes. (19:51)
3. **A Study of a Stream Valley**—Reconstructs, with the use of a stream table, the probable series of events in the formation of a river valley. (19:47)
4. **Between the Lines**—Demonstrates the use of appropriate scales on a graph to arrange information in a significant pattern. (19:49)
5. **Measuring Time**—Illustrates the necessity for measuring systems that can record information and communicate it to others. (19:50)
6. **Pegboard Balance**—Distinguishes between systems in balance and those not in balance, applies the law of the lever, and demonstrates how to locate the center of gravity of a thin piece of material. (19:49)
7. **Density**—Demonstrates density as a mathematical relationship between weight and volume. (19:50)
8. **Chemical Reactions**—Studies the identification and classification of materials by their properties. (19:50)
9. **Relative Motion**—Explains that motion can be detected and identified only within a specific frame of reference. (19:52)
10. **Planets**—Considers how theories and models that help man understand, organize and explain his universe are based on observations. (19:50)
11. **Heat Transfer**—Determines the relationship of heat and temperature by observing the natural flow of heat energy from regions of high temperature to regions of low temperature. (19:44)
12. **Force**—Demonstrates that all material objects are constantly subject to the actions of various forces. (19:48)
13. **Design of an Experiment—Plants**—Illustrates the design factors of an experiment studying plant growth. (19:48)
14. **Reactions to Stimuli**—Considers how human behavior involves stimuli, impulses, and muscular responses. (19:50)
15. **Hidden Properties**—Demonstrates how to formulate and evaluate a hypothesis, to reject or modify a hypothesis that does not agree with test results, and to make a statement expressing a degree of confidence in a hypothesis. (19:48)

Search for Life

Three 15-minute color lessons
Junior high, senior high

Produced by WHRO-TV, Norfolk, with funds from NASA (1977).

This series acquaints students with the search for life on Mars. Produced before the Viking landing, the three programs discuss the importance of the mission, the equipment and experiments that were to sample life on the planet, and the implications of discovering life on other planets. The series compares life as we know it with what life-forms may be possible on the Martian surface.

Larry Crum, producer of SEARCH FOR LIFE, has been a studio-teacher and producer for the Hampton Roads Educational Television Association since 1968. Stewart Harris, cinematographer for the series, has film credits for more than a hundred projects in instructional and public television. The Crum-Harris team is the recipient of numerous awards for educational and film excellence.

LESSONS

1. **Life?**—Students are introduced to the concept of life as we know it on earth. A number of evolutionary changes illustrate how life has adapted from aquatic to terrestrial conditions, and how certain individuals are able to withstand environmental insults. A description of the environmental conditions on Mars raises questions about life's existence there. (14:27)
2. **Mars: Is There Life?**—This program discusses the topography of Mars—volcanoes, ice caps, stream beds, impact craters, canyons, and wind-eroded surfaces — and speculates about the possible past history of the planet. The Viking lander and its biology experiments are presented in relation to the search for life on Mars. Students are asked to consider life forms that might be able to survive on Mars and the potential significance of discovering them. (14:10)
3. **Mars and Beyond**—This program analyzes the possibility of life in the solar system, from Mercury to Pluto, with emphasis on Mars and the Viking mission. The organic analysis instrument is specifically discussed; how it functions and the implications of its findings. The program also considers the possibility of life elsewhere in the universe. (14:30)

Secondary Developmental Reading

Thirty 25-minute black and white lessons
Junior high
26-page teacher's manual and reading list

Produced by WQED School Services, Pittsburgh (1970).

This series is designed to assist students who are fairly capable readers (those reading at grade level) by reinforcing basic reading skills, developing comprehension in content area reading, and increasing ability in critical and analytical reading. Each lesson also introduces new and related concepts appropriate to the students' maturity and background experience. Consideration of plot structure, character development, various literary forms, and the beauty of language help to expand awareness and increase reading versalitity.

Mary Alice Miklancie Meli is a teacher of reading, language arts and social studies in Pittsburgh, Pa. She has taught reading and language arts in the classroom and on television. She received her B.A. degree in English from Seton Hill College and has done graduate work at Stanford University, Catholic University, and Duquesne University.

LESSONS

1. **Course Overview** (24:40)
2. **Recognizing Main Ideas** (24:30)
3. **Introduction to SQ3R Study Method** (24:27)
4. **Outlining and Notetaking** (24:30)
5. **SQ3R Method Related to Social Studies** (24:35)
6. **Introduction To Skimming** (24:15)
7. **Library Functions and Skills** (24:37)
8. **Vowel Sounds—Review** (24:24)
9. **Syllabication—Review** (24:24)
10. **Dictionary Skills—Review** (24:10)
11. **Oral Techniques in Reading and Speaking** (24:11)
12. **Skimming Practices** (24:20)
13. **SQ3R Method Related to Science** (24:25)
14. **Fact and Opinion** (24:30)
15. **Drawing Inferences** (24:31)
16. **Following Directions** (24:28)
17. **Introduction to Mythology** (28:30)
18. **Appreciation of American Folklore** (24:00)
19. **Semantics—Connotation and Denotation** (24:35)
20. **Semantics—Vitality of a Language** (24:44)
21. **Introduction to Plot Structure** (24:30)
22. **Plot Structure—Development** (22:47)
23. **Sequence in Sentences** (24:03)
24. **Characters in Literature—Drawing Conclusions** (24:05)
25. **SQ3R Method Related to Mathematics** (24:25)
26. **Appreciation of Poetry** (23:50)
27. **Language of Poetry** (24:14)
28. **Writing Poetry** (24:00)
29. **Techniques of Oral Reading** (24:30)
30. **Motivation for Summer Reading** (20:40)

Self Incorporated

Fifteen 15-minute color lessons
Junior high
36-page teacher's guide

In-service kit
School/Community Awareness Kit
20-page Family Discussion Booklet

Developed through the resources of a consortium of forty-seven agencies, organized and managed by AIT. Produced for AIT by NVETA, Annandale; KETC-TV, St. Louis; UNIT Productions, Salt Lake City (1975).

Rental fees: The complete course is offered at the following rates:

Population	Base Rate	Additional/10,000 students
0-500,000	$1,840.00	$11.50
500,000-1,000,000	$2,070.00	$11.50

over 1,000,000—available on request

Available on film and videocassette.

For related materials see pages 107-110

This series, planned and developed by leading health educators, learning specialists, and educational broadcasters, is designed to help young adolescents cope with the problems that arise as a result of the physical, emotional, and social changes they are experiencing. Each program is a dramatized exploration of one of the day-to-day problems common to eleven-to-thirteen-year-olds. Taking the child's point of view, the programs deal with topics like peer-group pressure, dating readiness, cliques, privacy, achievement, and ethical decision-making. The open-ended format provides teachers and other adults with an effective means of stimulating youngsters to talk candidly about their concerns, to become aware of the choices available to them, and to understand the consequences of chosen actions. Winner of Red Ribbon, American Film Festival, 1976; and CINE Golden Eagle Award, 1976.

LESSONS

1. **Trying Times** (Making Decisions)—When Meg visits her cousin Julie in the city, she must decide whether to smoke and drink in order to fit in with Julie's group. (14:42)
2. **Who Wins?** (Morality)—Lenny's best negative for a photography contest is destroyed in a scuffle with his competitor, and Lenny must decide whether to submit his second-best, cheat, or give up. (14:47)
3. **No Trespassing** (Privacy)—Alex, who lives with his family in an apartment in the city, is so fed up with his lack of privacy that he takes refuge in an abandoned building. (14:45)
4. **Getting Closer** (Boy-Girl Relationships)—When Greg, shy and anxious about his relationships with girls, finally makes up his mind to ask Laura to dance, Louie whisks her away, and Greg is left alone, embarrassed and disappointed. (14:28)
5. **Down and Back** (Failure and Disappointment)—Terri is bitterly disappointed when she is not chosen as a cheerleader, but she copes with her failures in a reasonable way. (14:34)
6. **Pressure Makes Perfect** (Pressure to Achieve)—At her recital, Nan rebels against parental pressure to excel by playing a short simple piece, banging her fists on the keyboard, and shouting at the audience. (14:56)
7. **Two Sons** (Family Communication)—Because Greg's parents have unconsciously molded him into a "bad boy" and his brother Jim into a "good" one, the family faces a crisis as they ride home from the county jail where Greg has been held. (14:43)
8. **The Clique** (Cliques)—Janet faces a choice when the group she is in demands that she give up some of her independence, including her friendship with Tina. (14:40)
9. **Different Folks** (Sex Role Identification)—Matt Barnum is uneasy and rebellious because his mother provides most of the family income, while he, his father and sister do the housework. (14:45)
10. **What's Wrong With Jonathan?** (Everyday Pressures)—Jonathan angrily explodes at his mother for no reason after a day when everything has gone wrong. (14:30)
11. **Family Matters** (What Is a Family?)—When Andy, a teenaged girl who feels her family is failing her, invites her divorced parents to watch her swim in a race, a series of unpleasant confrontations results. (14:38)
12. **My Friend** (Ethnic/Racial Differences)—Virgil, a young Navajo, and Eddie, a young Caucasian, are best friends until they begin junior high school and each is pressured by his ethnic group to stay away from each other. (14:30)
13. **By Whose Rules** (Systems and Self)—Matt Cole, a candidate for student government president, is suspended from school when he violates the normal election procedures as the principal interprets them. (14:35)
14. **Changes** (Physiological Changes)—David and Susanna are twins who mature at different rates and are uncomfortable with the social aspects of growing up. (14:37)
15. **Double Trouble** (Family Adversity)—Delia's well-meaning family increases her distress about her mother's serious stroke by withholding information and not giving her responsibilities. (14:27)

Spinning Stories

Fifteen 15-minute color lessons
Primary
Teacher's guide

Produced by Maryland State Department of Education (1977).

Gathered on the front steps of a house, children listen to a storytell
them, music, art, literature, outdoor activities, and crafts. Within an i
aims to instill in six- and seven-year-olds positive reading habits an
duction techniques, including dramatization, animation, and mime.
focus on such concepts as understanding ethnic minorities, career ed

LESSONS*

1. **I Can, I Can**—Introduces the print and nonprint materials to be used in the series.
2. **That's Me**—Explores through literature the process of developing self-awareness.
3. **Do Something**—Shows how circumstances presented in books are sometimes like those in the student's own experience.
4. **My Feelings**—Presents stories depicting feelings that most young people experience.
5. **Making Moods**—Illustrates a wide variety of moods in literature.
6. **Tell a Tale**—Demonstrates the use of art, music, and drama as forms of storytelling.
7. **It's My Own**—Poses the question of how stories are created, and deals with the concept of authorship and its satisfaction.
8. **Giggles and Grins**—Presents humorous materials—jokes, riddles, cartoons, stories—that use absurdity, exaggeration, caricature, and specialized language to achieve their effects.
9. **Look Ar**
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10. **Look It**
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11. **What's S**
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12. **What To**
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13. **Bubbles**
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14. **Once Th**
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15. **Reading**
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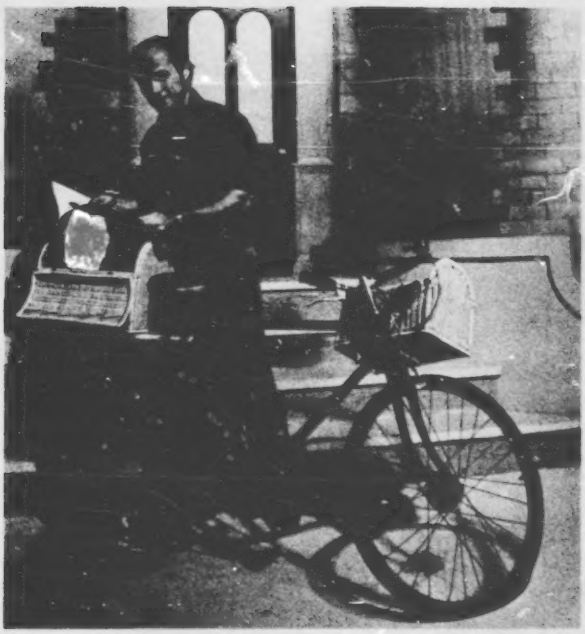
*Times for programs in this series were unavailable at the time of publication.



sten to a storyteller who has many interests—among crafts. Within an interdisciplinary structure, the series reading habits and desires. It uses a variety of pro- ion, and mime. The lessons and literary selections norities, career education, and the environment.

9. **Look Around You**—Shows how information can be acquired by observing the places and things in one's environment.
10. **Look It Up**—Focuses on the variety of resources available for the pursuit of special interests.
11. **What's So Different?**—Examines the differences in environment and life-style in various parts of the world.
12. **What To Do**—Shows how special interests may be related to career opportunities.
13. **Bubbles and Beanstalks**—Focuses on types of imaginary characters and situations and how these are created.
14. **Once There Was . . .**—Introduces examples of folklore from various cultures.
15. **Reading On, and On**—Reviews the kinds of print and nonprint material presented in the series, and relates student growth to independence in reading.

Stepping into Melody

Thirty 15-minute black and white lessons
Primary
68-page teacher's guide

Produced by WVIZ-TV Cleveland (1968).

Appealing to children's love of music, these lessons turn natural inclination into musical awareness, appreciation, and performance. Children are invited to act out songs, beat out rhythms, and participate in singing games. The series develops such musical skills as learning song notation, distinguishing the various elements of music, using the singing voice well, and developing pitch-matching skills. It also introduces youngsters to a variety of instruments and compositions, and considers the role of music in Western culture. STEPPING INTO MELODY is an appropriate extension of STEPPING INTO RHYTHM.

Brenda Veal is both a performer and a teacher. She has taught at the University of Cincinnati, and in public schools in Cleveland, Detroit, and Rochester, New York. Ms. Veal is a graduate of Baldwin Wallace Conservatory of Music and holds a Master of Music Education degree from the University of Cincinnati.

Consultants: Betty Jane Lahman, an elementary music specialist in the Shaker Heights, Ohio, Public Schools; and Judith Willour, supervisor of elementary music in the East Cleveland, Ohio, City Schools.

LESSONS

1. **Music High and Low**—Reviews some basic musical concepts (high-low, loud-soft, fast-slow). (14:50)
2. **Quarters and Eighths**—Reviews the concept of high-low through scale wise progressions. Introduces the quarter and eighth notes. (14:28)
3. **"It's My Bone"**—Reinforces the concepts of loud-soft, fast-slow, and high-low. (14:31)
4. **"Baba Yaga"**—Introduces A B A form through Russian music and folklore. (14:06)
5. **"Witches, Ghosts and Goblins"**—A Halloween lesson that reviews A B A form. (15:05)
6. **The Piano**—Acquaints children with the piano and the history of its development. (14:25)
7. **Indians**—Introduces the pentatonic (whole tone) scale and the concepts of melody and accompaniment. (14:45)
8. **Thanksgiving Day**—Reviews the pentatonic scale and melody and accompaniment. (15:10)
9. **The Sixteenth Note (My Pretty Little Miss)**—Reinforces the learning of the pentatonic scale. Introduces the sixteenth note. (14:21)
10. **Why Do We Celebrate?**—Explains the custom of celebrating, through music of many cultures. (14:13)
11. **Christmas Is Here!**—Leads children in the singing and dramatization of songs. (14:30)

12.&13. **Winter Is . . .**—Relates singing, listening, and the creative interpretation of music to the winter season. (14:31 & 14:24)

14. **Music in 2's and 3's**—Develops an understanding of meter in music. (14:31)
15. **Claude Debussy, Composer**—Introduces children to the French composer and his music. (14:30)
16. **Abraham Lincoln**—Acquaints children with the instruments of the marching band. (14:20)
17. **The Organ and the Woodwinds**—Relates the organ and the "wind" instruments. (14:48)
18. **Washington**—Uses patriotic songs to introduce the interval of the third. (14:27)
19. **The Third**—Reviews the third. (15:03)
20. **The Harp**—Introduces the harp and its music. (14:33)
21. **The Piano and the Harp**—Compares the similar construction of the two instruments. (14:30)
22. **Spring**—Introduces the instruments of the "string" family. (14:28)
23. **"Seven Jumps"**—Introduces the grand musical staff. (13:50)
24. **"Skips and Steps"**—Concentrates on directed listening experience. (14:00)
25. **Ring, Bells, Ring**—Relates good music to good art work. (14:34)
26. **Reading Music**—Teaches music reading: the association of musical sounds with written symbols. (14:44)
27. **"The Bridge of Avignon"**—Acquaints children with an "art" song. (14:30)
28. **Hello! (hello!)**—Reviews the concept of the echo. Teaches listening with discrimination. (14:33)
29. **I Love My Rooster (Orchestra or Band?)**—Reviews the songs and concepts learned during the year. (14:36)
30. **Things We Know**—Reviews the instruments of the orchestra and the band. (14:40)

Stepping into Rhythm

Thirty 15-minute color lessons
Primary
56-page teacher's guide

Produced by WVIZ-TV, Cleveland, in association with AIT (1975).

This entirely new production of a successful series is designed to help children discover the joy of music. STEPPING INTO RHYTHM helps children realize that music lives inside and all around them; that rhythm resides in the sounds of home, of the playground, of nature, of the city. Through guided experiences that include rhythm, singing, movement, and a variety of musical styles, students begin to develop musical preferences and to relate music to their own special interests.

Brenda Veal, television teacher, is a graduate of Baldwin Wallace Conservatory of Music and holds a Master of Music Education degree from the University of Cincinnati. She is both a performer and a teacher and has taught in the Cleveland, Detroit, and Rochester, New York, school systems, and at the University of Cincinnati.

Music consultants: Dr. Simon V. Anderson, Associate Professor of Music Education, University of Cincinnati; Betty Jane Lahman, elementary music specialist and teacher curriculum associate; and Sandy Hexter, talent/writer/producer at WVIZ.

LESSONS

1. **Hello Ev'rybody**—Illustrates the contrast between *fast* and *slow* rhythms and encourages children to clap and move as they sing. (14:27)
2. **Things to Do**—Introduces *high* and *low* tones and distinguishes them from *low* and *soft* sounds. (14:28)
3. **Para Diddle**—Associates *high* with small and *low* with large in a story about two drums. (14:26)
4. **Oh, I Saw a Fox**—Demonstrates playing tone bells and singing with various accompaniments. (14:26)
5. **Black and Gold**—Compares *major* and *minor* scales and considers the different qualities of sound in Holloween songs. (14:28)
6. **Autumn Leaves Now Are Falling**—Teaches two songs which children sing with bell set, glockenspiel, xylophone, and metalophone. (13:59)
7. **The Magic Vine**—Encourages children to respond to the parts of a song—words, rhythm, and melody—through body movement. (14:30)
8. **Gracious Blessing**—Introduces the flute and the eighth note through the music of Thanksgiving. (14:33)
9. **Beautiful Home, Sweet Home**—Explores body movement as a vehicle for the creative interpretation of rhythm. (14:25)
10. **My Twenty Pennies**—Introduces the eighth note as a beat and teaches a song with Spanish words in it. (14:18)
11. **Hear the Bells Ringing**—Reviews eighth note rhythm and introduces the ABA form. (14:27)
12. **Merry Christmas**—Introduces hand bells and heralds the Christmas season with favorite holiday songs. (14:26)
13. **Happy New Year**—Celebrates the new year by singing and moving to half, quarter, and eighth note rhythms. (14:24)
14. **Winter Is**—Relates rhythm to winter experiences like shoveling snow. (14:42)
15. **Walkin' Blues**—Continues the winter theme with an ice skating demonstration to 3/4 time and a song in 2/4 meter. (14:48)
16. **The Note Machine**—Invites students to make up their own quarter and half note sounds and to "play" them with the note machine. (14:29)
17. **The Harpsichord**—Introduces the harpsicord and the music of Mozart. (14:25)
18. **Of Thee I Sing**—Teaches patriotic songs and introduces a brass ensemble. (14:36)
19. **Hop Old Squirrel**—Teaches children to recognize changes in the melodic line. (14:30)
20. **Nothing But Sing**—Features a classical guitar and an electric guitar as solo instruments and as accompanying instruments. (14:38)
21. **Country Road**—Introduces folk instruments and folk music, and points out simple two-part form. (14:36)
22. **The Moon Is Coming Out**—Features Japanese music and introduces the music staff. (14:25)
23. **The Violin**—Introduces the violin and visits the string section of an orchestra. (14:18)
24. **A Circle Story**—Sets the growth cycle of plants to music. (14:27)
25. **Major or Minor**—Encourages children to distinguish between major and minor modes through ear training. (14:27)
26. **I Like to Sing**—Illustrates solo, duet, and descant singing. (14:11)
27. **Percussion Family**—Demonstrates a number of percussion instruments. (14:29)
28. **Gerald McBoing, Boing**—Tells the story of a little boy who makes sounds instead of words. (14:37)
29. **City Rhythms**—Focuses on the sounds and rhythms of the city. (14:25)
30. **A Bowl Full of Cricket**—Reviews songs and concepts learned in the series through the sounds and rhythms of nature. (14:26)

Stories of America

Thirty-two 15-minute color lessons
Primary
32-page teacher's guide
Produced by WVIZ-TV, Cleveland, for the Ohio State Department of Education (1976).
Available on videocassette.

This series introduces youngsters to American history from Columbus to Theodore Roosevelt through the medium of storytelling. Some of the stories are purely fictional and are intended to give the flavor of the life style of a period. Others are based on factual events and real people. All are derived from existing children's literature.

The series features Ann McGregor, popular storyteller of the primary literature series PICTURE BOOK PARK.

LESSONS

1. **Our Country's Birthday**—Presents an overview of the events that preceded the signing of the Declaration of Independence. (14:32)
2. **Discover America**—Points out significant events that led to the forming of the nation, from the crossing of the Bering Sea to the first battle against England. (14:30)
3. **America Is Named**—Tells how Amerigo Vespucci studied the heavens, met Christopher Columbus, and became an explorer himself. (14:30)
4. **Pocahontas**—Traces the childhood of Pocahontas, her contributions to Colonial Virginia, and later life in England. (14:30)
5. **Children of the Mayflower**—Tells the story of the famous Atlantic crossing and how the children occupied their time. (14:29)
6. **John Billington and Squanto**—Introduces Squanto as a true friend of the Pilgrims. (14:31)
7. **New Amsterdam**—Relates some of the problems encountered by Peter Stuyvesant and the Indians on the island of Manhattan. (14:28)
8. **Ben Franklin**—Traces Franklin's life, ideas, inventions, and contributions to the development of our country. (14:30)
9. **George Washington**—Spans Washington's life from his early days as a courier to the presidency. (14:34)
10. **Daniel Boone**—Takes a look at how Daniel's first experiences as a hunter prepared him for later wilderness adventures. (14:26)
11. **The Start of War**—Gives a fictionalized account of what life was like on the eve of the Revolutionary War. (14:25)
12. **Needles and Bread**—Presents two stories based on Revolutionary War incidents that show how sewing and baking bread helped the war effort. (14:25)
13. **Indian Summer**—Shows what life was like for the wife and children of a Kentucky frontiersman while he was off fighting the war. (14:27)
14. **The Growers**—Features the contributions of John Chapman (Johnny Appleseed) and George Washington Carver. (14:30)
15. **Lewis and Clark**—Tells how Indian maiden Sacajawea helped the famous explorers cross the Rocky Mountains. (14:30)
16. **Davy Crockett**—Uses puppets to tell a delightful yarn about five-year-old Davy's experience with a pop gun. (14:30)
17. **Robert Fulton**—Illustrates how America's master craftsman developed his early interest in painting and boats. (14:33)
18. **The Oregon Trail**—Spins a couple of adventures of Moses the cat who traveled the Oregon Trail by wagon train. (14:26)
19. **Gretchen Goes West**—Recalls one of the many legends of the Western migration, the story of a lost girl and a white steed. (14:30)
20. **The California Gold Rush**—Presents the story of teenage twins Carlos and Carlotta who catch "gold fever" from hearing about the strike at Sutter's Mill. (14:30)
21. **The Pony Express**—Relates the unexpected adventures of one boy on a Pony Express ride. (14:26)
22. **Runaway Slave**—Tells the true story of the life of Harriet Tubman. (14:32)
23. **The Underground Railroad**—Focuses on the contribution of one young boy to the Underground Railroad. (14:34)
24. **Martin and Abraham Lincoln**—Recounts a Civil War incident involving Lincoln and the son of an Andersonville prisoner. (14:33)
25. **Clara Barton**—Traces Clara Barton's life from her childhood in New England to Civil War battlefields. (14:35)
26. **The Transcontinental Railroad**—Focuses on two Irish immigrants, father and son, who worked on the first transcontinental railroad. (14:31)
27. **Pecos Bill**—Spins a few yarns about Pecos Bill and early cowpunching days in the Southwest. (14:31)
28. **Tom Edison**—Spans Edison's life from his first failing experiment at four to his many adult successes. (14:20)
29. **Annie Oakley**—Tells about the life and marksmanship of the world-famous "Shooting Star." (14:30)
30. **The First Cars**—Presents two stories that show how Henry Ford's dream of an engine that would do the work of horses led to an exciting change in America's life-style. (14:26)
31. **Little Yellow Fur**—Focuses on a young homesteader who makes friends with her Sioux neighbors. (14:32)
32. **Father as President**—Tells an amusing story by Teddy Roosevelt's son Quentin, who felt that his father had only one fault—that of being President! (14:32)

TV Today

Eight 30-minute black and white lessons
High school, college, adult
11-page teacher's guide

Produced by KOGO-TV, San Diego, in association with the University of California, San Diego (1970).

A tour of a radio-television complex, an investigation into the rating game, an examination of commercials, and a look at the history of television news highlight this series. Designed to provide a general background of the broadcasting industry, the lessons enable viewers to understand many of the technical, organizational, legal, commercial, and creative factors at work in the medium.

The writer-producer for this series is the late Burke Ormsby.

LESSONS

1. **Tour of a Broadcast Facility**—Tours a radio-television complex to show how it is staffed and how it operates. (28:45)
2. **TV Programming and How It Grew**—Looks at the industry's history through the 1950's and 60's, and at the question of who watches and when. (29:05)
3. **The Networks and the Ratings Game**—Focuses on the networks and their importance to local stations and examines the federal laws that affect stations and networks. (28:50)
4. **Which Public? Which Interest?**—Considers what people want to see, how a station can best serve its community, what critics say about TV shows, and what organizations say about children's programming. (29:00)
5. **They Don't Make Commercials Like They Used To**—Examines the contents of a commercial, how it is made, and what it costs, and includes an interview with a producer of commercials. (28:55)
6. **The Front Porch Is Steady**—Deals with the technical aspects of television and the common causes of trouble in television sets. (28:40)
7. **What's Going On in the World?**—Explores the history of television news—from the first news broadcast to today's news specials and documentaries. (28:51)
8. **Our Kids Watch, But . . .**—Considers the sociological impact of television. (28:57)

Tell Me a Story

Thirty 15-minute black and white lessons
Primary
61-page teacher's guide
30-minute teacher program

Produced by WQED School Services, Pittsburgh (1966).

This series is a response to the universal plea of young children to TELL ME A STORY. It combines the appeal of the gifted storyteller with the universality of folktales from around the world. The result is a happy introduction to group listening and classic children's literature. Each program finds the storyteller in a setting that suggests the story's time and place: the camera seldom wanders, so that intimacy is retained and young viewers are not distracted from their personal imaginings.

Margaret Hodges, professor at the Graduate School of Library and Information Sciences, University of Pittsburgh, is a well-known author of children's stories. Ms. Hodges holds a Master of Library Science degree from the Carnegie Institute of Technology.

LESSONS

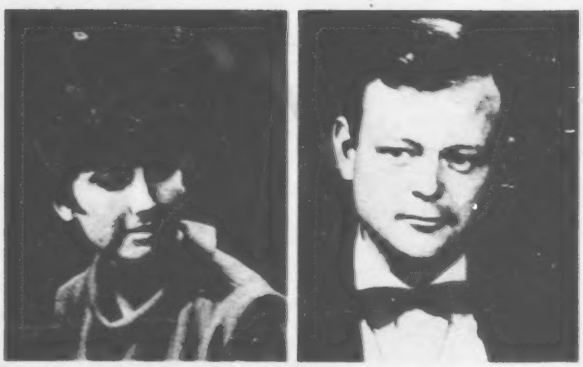
1. **Puss in Boots**—The fortune of a cat can be great, if the cat is clever. (14:31)
2. **Hansel and Gretel**—Two children meet a cruel witch in a gingerbread house. (14:38)
3. **The Cock, the Mouse, and the Little Red Hen**—The Little Red Hen assists her friends in escaping from the fox. (14:32)
4. **Cinderella**—A poor young girl goes to the ball, but her finery lasts only until midnight. (14:35)
5. **The Three Sillies**—The silly behavior of others makes our own mistakes seem less embarrassing. (14:03)
6. **Stone Soup**—The recipe for an amazing soup makes enough for a whole village. (14:48)
7. **Lazy Jack**—The solution to one problem does not necessarily solve another problem. (14:22)
8. **The Shoemaker and the Elves**—An old shoemaker and his wife reward the Little People who help them. (14:47)
9. **The Fisherman and the Genie**—This is the tale of a wily but stupid genie, and a humble but wise fisherman. (14:41)
10. **The Adventures of Pinocchio Begin**—A father loves his child, even though that child is made only of wood. (14:35)
11. **The Blind Men and the Elephant**—To know something completely is to know all of its parts. (14:45)
12. **My Mother Is the Most Beautiful Woman in the World**—People are not loved for their beauty, but they are beautiful to those who love them. (14:38)
13. **The Fire Bringer**—A coyote helps an Indian boy protect his people from the cold. (14:31)
14. **Dick Whittington and His Cat**—A cat rids Barbary of rats and mice and brings a fortune to his master. (14:40)
15. **Androcles and the Lion**—A slave in ancient Rome receives a reward for befriending a wounded lion. (14:34)
16. **Noah's Ark**—Noah builds an ark and the animals go in, two by two. (14:33)
17. **Jack and the Bean Stalk**—Jack's quick climb to fame and fortune is done on his own magical bean stalk. (14:48)
18. **Gone Is Gone**—A man who wanted to do housework changes his mind. (14:41)
19. **The Brementown Musicians**—Four animals run away from home and come to a little house in the woods. (14:49)
20. **Snow White and the Seven Dwarfs**—A princess hides from her wicked stepmother and finds a home in a wooded glen. (14:58)
21. **Hereafterthis**—This is the tale of an old man's wife who could do nothing right. (14:48)
22. **The Little Girl Made From Snow**—A strange child comes to live with a lonely old couple and then disappears. (14:55)
23. **The Sorcerer's Apprentice**—An apprentice magician encounters problems when he tries to use magic to clean house. (15:00)
24. **The Elephant's Child**—A brand-new elephant goes to the great grey-green greasy Limpopo River, and gets a new nose. (14:33)
25. **The Twelve Dancing Princesses**—A gardenerboy solves the mystery of twelve pairs of shoes that are danced to pieces each night. (14:33)
26. **The Cat and the Parrot**—This is a folk tale concerning a cat with an unbelievable appetite. (14:42)
27. **The Ugly Duckling**—This story tells of the trials and tribulations of a swan hatched in a duck's nest. (13:52)
28. **The Tiger, the Brahman, and the Jackal**—A trusting Brahman is rewarded for his kindness by a sly jackal. (14:41)
29. **The Emperor's New Clothes**—The innocence of a child reveals the pretentiousness of adult vanity. (14:35)
30. **The Wave**—The love of a child and the wisdom of an old man save a village from a tidal wave. (14:49)

A Time of Your Life

Fifteen 20-minute black and white lessons
Intermediate
67-page teacher's guide

17-page administrator's handbook
Two 30-minute teacher programs

Produced by KQED Educational Services, San Francisco (1969).



A TIME OF YOUR LIFE is offered as a ten-lesson or a fifteen-lesson course. The first ten lessons consider interpersonal relationships, self-understanding, and family structure; the concluding five lessons deal with sex education. Designed to help children form a solid foundation for understanding and appreciating their own development, the programs stress individual worth and the need for controlled self-expression. Sex education is included as a natural part of the study of family life.

William H. Ayres, M.D., the television teacher, holds faculty appointments at Stanford Medical School, Palo Alto, and Mt. Zion Hospital and Medical Center, San Francisco. Dr. Ayres completed his pediatric internship and adult psychiatry training at Yale New Haven Medical Center and child psychiatry training at Harvard's Boston Children's Medical Center.

Marilyn McCurdy, an experienced television teacher, has taught in California public schools since 1962. She received her B.A. degree at the University of Southern California and studied guidance and counseling on the graduate level at San Francisco State College.

LESSONS

1. **Who Are You?**—Considers the ways individuals are alike and different. Emphasizes the importance of mutual respect. (20:14)
2. **Who Runs Your Life?**—Relates self-control to freedom in directing one's own life. (19:52)
3. **Decisions, Decisions, Decisions**—Discusses the many bases on which a person may make a decision. (19:56)
4. **How Does a Family Get Along?**—Establishes the naturalness of conflict within a family and the necessity of rules and compromise. (20:00)
5. **Different Kinds of Families**—Discusses the many variations of family compositions. (19:56)
6. **How Do We Get Through To Each Other?**—Considers the many ways we communicate with each other. (20:02)
7. **What Makes a Friend?**—Examines the elements of friendship. (19:09)
8. **Marriage**—Expands the ten-year-old's understanding of marriage to include the commitment of husband and wife apart from parenthood. (19:56)
9. **Being a Boy—Being a Girl**—Discusses masculinity and femininity as part of personality. (19:40)
10. **Time Of Your Future**—Stimulates discussion of sociological and technological changes likely to take place in the children's lifetime. (19:57)
11. **The Male**—Establishes the importance of children understanding how their bodies function and change. Discusses and illustrates the physiological changes of boys at puberty. (19:57)
12. **The Female**—Follows the pattern set in Lesson 11. Discusses and illustrates the physiological changes of girls at puberty. (19:49)
13. **A New Life**—Relates sex biologically, psychologically, and spiritually to marriage. Traces the development of the baby from conception to birth. (19:55)
14. **Questions, Please**—Shows a panel of children asking questions on the subject matter of the three previous programs. (19:57)
15. **Growing Up**—Establishes the concepts that sex can and should be controlled and that sex should be secondary in male-female relationships. (20:20)

The Tune-Up Shop

Twenty 15-minute color lessons
Primary
80-page teacher's guide

Produced by Georgia Educational Media Services, Georgia Department of Education (1974).

Repairman Ben and his amazing Music Machine teach many things, from basic music concepts—grouping steady beats, tempo, dynamics—to the importance of creativity. And they do it in lively, often humorous, and always entertaining ways in lessons designed to complement and expand existing classroom music programs. To explore the magic of music, Ben and his friends occasionally venture away from the shop—to a pirate ship, a circus, and even into a monster-ridden dream. Each lesson uses original music to illustrate and reinforce a single basic concept, and to motivate children to make their own music.

LESSONS

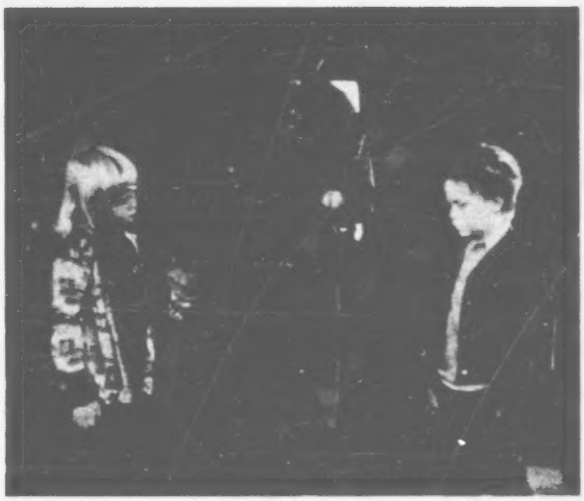
1. **The Sound of Moving**—Promotes attentive listening. (14:30)
2. **Steady, To Beat the Band**—Deals with recognizing and executing a steady beat. (14:30)
3. **Raining Two's and Three's**—Illustrates the ordering of steady beats into groups. (14:30)
4. **Harold's Dream**—Develops the concept of grouping steady beats. (14:30)
5. **Knights of the Earth**—Involves the use of rhythm patterns. (14:30)
6. **Pirates, High and Low**—Deals with high and low points of a melody line. (14:30)
7. **Matches and Candles**—Considers whether or not tones match. (14:30)
8. **Moving Fast and Slow**—Illustrates the concept of tempo. (14:30)
9. **A Tale of Loud and Soft**—Demonstrates the concept of dynamics. (14:30)
10. **The Even & Uneven Bros. Circus**—Presents the concept of even and uneven contrasts. (14:30)
11. **The Secret Message, Part I**—Deals with the rhythm symbols used in music notation. (14:30)
12. **The Secret Message, Part II**—Demonstrates how tone symbols can be recognized on the staff by their relative sound and position. (14:30)
13. **The Secret Message, Part III**—Expands the tone syllable concept by taking up dictation. (14:30)
14. **The Secret Message, Part IV**—Illustrates that combinations of rhythm symbols and tone symbols form notes, which make up melodies. (14:30)
15. **SuperMusicMan**—Illustrates how duration of sounds is determined through the counting of rhythms. (14:30)
16. **Harold's Song**—Emphasizes the difference between composer and performer, band and orchestra. (14:30)
17. **Finding Alike and Different**—Considers the concepts of repetition and change. (14:30)
18. **The Chord-O-Bobble**—Explains chords and illustrates chord changes. (14:30)
19. **Let's Make a Show**—Deals with the importance of creativity in music. (14:30)
20. **The "I Love Music" Show**—Explores the many dimensions of creativity. (14:30)

Two Cents' Worth

Fifteen 15-minute color lessons
Primary
44-page teacher's guide

30-minute teacher program

Produced by the Wisconsin Educational Communications Board and AIT at WHA-TV, Madison (1976).



Using a variety of formats, including dramatizations and documentaries, this social studies series is intended to help children acquire the skills they need to grow into well-informed, effective citizens. Programs introduce fundamental concepts of the major social studies disciplines—history, political science, geography, economics, anthropology, sociology—and relate these concepts to everyday community life. The series illustrates the interrelatedness of all aspects of society and encourages students to draw some conclusions from their own experiences.

LESSONS*

1. **Lost and Found—Spatial Relationships (Geography)**—With help from a mime Tracy and Ronnie learn to locate their favorite carnival rides using spatial directions. (14:29)
2. **Which Way?—Mapping (Geography)**—Free movie passes are the objective of a neighborhood treasure hunt in which two groups of children must interpret and follow simple maps. (13:45)
3. **Changes—Causality (History)**—Sandy's and David's visit to the blacksmith's shop becomes an exploration of the past, as Mr. Thier reminisces about the railroad that once passed through their community. (13:18)
4. **It's Not the Same—Change (History)**—When her family moves back to the old hometown, Erica visits places she once knew and observes many kinds of change. (14:30)
5. **I Need Somebody—Interdependence (Economics)**—Children in a little theater group work together on a lemonade stand to earn money for costumes—all except Lee, who thinks he can make more money working alone. (14:37)
6. **Work, Work, Work—Income (Economics)**—Lisa and Peter pool spending money, piggybank savings, and their earnings to buy a sweater for their father's birthday. (14:30)
7. **Buy, Buy, Buy—Economic Choice (Economics)**—At the shopping center, Lisa and Peter find a way, with the help of a sympathetic clerk, to buy the sweater for their father and a game they want for themselves. (14:51)
8. **We're In This Together—Scarcity and Economic Choice (Economics)**—When Kathy brags about walking home from school to save energy and money, her mother and brother point out how she doesn't always practice what she preaches. (14:34)
9. **Why Can't I?—Laws (Political Science)**—Joel discovers the value of rules and regulations when he plays hooky from school and has a brush with a lawbreaker. (14:35)
10. **Don't Feed the Animals—Law Enforcement (Political Science)**—Sunny and B. G. stop their father from feeding peanuts to the animals after the zookeeper takes them on a tour of the zoo animal hospital. (14:38)
11. **Play Fair—Voluntary Compliance (Political Science)**—When Johnny and his sister Dionne accidently break a window playing baseball, their first impulse is to run. (14:04)
12. **Your Choice—Decision-Making (Anthropology-Sociology)**—Pat decides to go hiking alone rather than help his family set up camp. When he does not return, a search party is organized. (14:48)
13. **What I Like—Spatial Interaction (Geography)**—Deron travels from his city home to his uncle's rural farm and notices how the landscapes, buildings, vehicles, and activities change along the way. (14:32)
14. **Let's Get Together—Culture (Anthropology-Sociology)**—Stuart, a Winnebago Indian, teaches his friend Chip about the colorful ceremonial dances his family does to make a living.
15. **It Belongs To You and Me—Cultural Change (Anthropology-Sociology)**—Sherry is unexpectedly rewarded when she sacrifices the chance to earn a merit badge in hiking to stay with her partner Pam, who is on crutches.

*Times for some programs in this series were unavailable at the time of publication.

Universe and I

Twenty 20-minute color lessons
Junior high
Teacher's guide

Produced by Kentucky Educational Television with assistance from the Kentucky Council of State Science Supervisors, the Kentucky State Department of Education, and NASA (1976).

Student activity sheets are available from the producer. Write Kentucky Educational Television, 600 Cooper Drive, Lexington, KY 40502, for information.

Available on film and videocassette.

Simulations of the universe and space travel, animation, futuristic techniques, drama, comedy, and fantasy make this integration of earth and space sciences an absorbing, stimulating experience for students—and teachers.

The series focuses on earth as a member of the interdependent solar system and of the universe, similar to the other members in origin and composition, governed by the same laws, and undergoing similar processes. Basic science concepts—discovery, perspective, interrelationships, change, balance, development, and application—form threads of continuity through the lessons.

Each program, however, is different in format and treatment. For example: man's survival in a hostile environment is illustrated by actual documentary footage of the 1911-12 Amundsen-Scott race to the South Pole, and position and motion are taught by a brilliantly flashing, futuristic pinball machine. Prominent in the cast are several celebrated actors. Leonard Nimoy appears as a familiar pipe-smoking detective who solves mysteries from his cluttered Victorian flat; Robert Lansing portrays a meteorologist caught in a unique weather event in the New Hampshire mountains; and Jesse White becomes a twenty-first century real estate agent dealing in stars.

LESSONS*

1. **I and the Universe**—A trip through the vastness of space, with views of nebulae, black holes, and binary stars.
2. **Halftime**—A fanciful demonstration of the actions of atoms and molecules.
3. **Jake's Gate**—A look at the use and misuse of natural resources. (17:53)
4. **A Visit to Spectrum II**—An exploration of the electromagnetic spectrum. (16:12)
5. **Star Salesman**—A look at the life cycle of the sun as an example of a main sequence star.
6. **Mind-Slaughter**—A look at the atmosphere of the earth and other planets as oceans of gasses.
7. **Incident of Cannon Mountain**—An adventure in coping with the forces of a unique weather event. (17:30)
8. **Sea Search**—An introduction to the complexity of the ocean and its vast scientific and economic potential.
9. **The Solar System**—A trip through the planets and their moons, with comparisons and questions about the forces that shape their surfaces.
10. **The Ballad of Ramblin' Willy**—A look at the dynamic forces at work on the earth, constantly changing its surface.
11. **The Interior Motive**—A process approach to the study of the interiors of things, particularly the interior of the earth, moon, and other planets. (16:15)
12. **The Atlantis Connection**—A demonstration of the theory of plate tectonics.
13. **Vectoria**—Demonstrations developing the notions that determination of position is dependent upon a point of reference and that all motion is relative to a certain point of view. (16:10)
14. **Luna the Lovely**—An introduction to concepts derived from the theory of relativity.
15. **Gravity Drag**—An introduction to basic concepts concerning the nature of gravity.
16. **Bulletin**—A presentation of the basic principles of orbital mechanics.
17. **The Changing Scientist**—A demonstration of how scientific ideas are formulated, modified, revised, and discarded. (17:25)
18. **City of Fossils**—A look at the way scientists go about reconstructing the origin and development of the earth.
19. **Freezing Point**—A study of the problem of man's survival in a hostile environment.
20. **The Future**—A projection of possible future developments in science and technology. (15:05)

*Times for some programs in this series were unavailable at the time of publication.

What's My Thing?

Six 6-10 minute black and white lessons
Intermediate
12-page teacher's guide

Produced for Massachusetts Educational Television (21 Inch Classroom) by WBGH-TV, Boston (1971).

For Purchase Only—WHAT'S MY THING is offered on one videotape reel containing all six programs:
Price is $300 plus tape

The series is also available on videocassette.

WHAT'S MY THING? Focuses on the antics and personalities of the Fantastic Six, a group of boys who live in the South End of Boston. The general subject of the series is how children react to various forms of authority. Although the setting of the programs is a city neighborhood, these open-ended episodes can be used meaningfully in urban, suburban, and rural classrooms. Winner, Ohio State Award, 1972.

LESSONS

1. **Don't Walk**—An intersection with a broken traffic light encourages the boys to find different ways to cross the street. (6:39)
2. **Swing**—Two members of the Fantastic Six are playing with a rope swing in the park. When a bully comes along and takes over the swing, one of the boys tries to resist and is hurt. (5:58)
3. **On The Bus**—The boys play a game of catch on a public bus. The driver says nothing until a passenger complains; then he demands that the boys get off the bus. (6:09)
4. **Escaped Cat**—When one of the Fantastic Six rescues a kitten from a window ledge, he falls and is hurt. Possible sources of help are shown quickly, but their responsiveness requires testing. (6:05)
5. **Clean-Up Crew**—The Six join a group of older boys on their way to clean up the park. At the park the older boys try different methods of authority to keep the younger boys at the task. (9:11)
6. **A Find**—The Fantastic Six quickly decide how to divide a package of five doughnuts between six boys—one of them does not get one. (7:44)

Why?

Thirty-two 15-minute color lessons
Primary, intermediate
40-page teacher's guide

Produced by WDCN-TV, Nashville (1976).

Helping students become independent learners by providing practice in solving problems is the goal of this science series. "Why?" focuses on three broad areas—life science, earth science, and physical science—using the investigative approach and capitalizing on the child's natural curiosity and quest for explanations. Special film techniques, such as split screen, help to demonstrate, clarify, analyze, and compare.

Producer, teacher and writer for the series is Faye Carter Wilmore. She taught and developed science programs on the elementary school level before becoming a studio teacher.

LESSONS

1. **Living Things and Their Environment**—Compares different environments and identifies living and nonliving things. (14:50)
2. **The Lawn and Vacant Lot Community**—Examines living things in a lawn and vacant lot community and shows how they interact. (14:46)
3. **A Lake Community**—Describes a lake community and how the inhabitants interact. (14:52)
4. **A Stream Community**—Describes a stream community and discusses the adaptations of living things to flowing waters. (14:50)
5. **A Woodland Community**—Points out the many kinds of living things that thrive in the woodland. (14:50)
6. **A Seashore Community**—Compares the living things in the seashore community to those in a lake or pond community. (14:50)
7. **Animals from Different Environments**—Shows animals that live in different habitats and discusses how an animal's appearance can suggest the type of habitat in which it lives. (14:50)
8. **What Is Air?**—Discusses the properties of air and demonstrates evidence of the presence of air even though it cannot be seen. (14:50)
9. **Air Presses on Things**—Demonstrates several effects of air pressure, using everyday objects. (14:52)
10. **What Happens When Air Is Heated and Cooled?**—Experiments with the contraction of cooled air and expansion of warm air. (14:50)
11. **Light and Heat**—Identifies light sources and discusses how light and heat are alike. (14:50)
12. **Reflected Light**—Explores what happens when light hits various surfaces. (14:50)
13. **Light and Color**—Examines the color properties of light. (14:38)
14. **What Is a Machine?**—Introduces the lever, inclined plane, pulley, and wheel and axle. (14:50)
15. **Lever—A Simple Machine**—Defines the lever and discusses fulcrum, force, and resistance. (14:50)
16. **Pulley—A Simple Machine**—Demonstrates how fixed and moveable pulleys make work easier. (14:54)
17. **The Wheel and Axle—A Simple Machine**—Shows how effort and resistance vary as the relationship of the wheel to the axle is changed. (14:52)
18. **Inclined Plane—A Simple Machine**—Defines the inclined plane, and demonstrates that the screw is a special kind of inclined plane. (14:51)
19. **Wedge—A Simple Machine**—Demonstrates how the wedge increases force. (14:53)
20. **Making Work Easier**—Views complex machines and identifies the simple machines within them. (14:51)
21. **Measuring Distance**—Instructs students in using metric units of measurement: meter, decimeter, centimeter, and millimeter. (14:37)
22. **Measuring Weight**—Introduces common metric units of weight: gram, kilogram, and milligram. (14:30)
23. **Measuring Time**—Discuss the units of time and their relationships. (14:52)
24. **Measuring Temperature**—Compares Celsius and Fahrenheit scales. (14:48)
25. **Static Electricity**—Demonstrates how like charges repel and unlike charges attract. (14:48)
26. **How Does an Electric Current Flow?**—Discusses and demonstrates the materials needed to make electricity travel. (14:48)
27. **Electricity into Light**—Analyzes the workings of a light bulb. (14:32)
28. **Electricity into Heat**—Introduces resistance as a cause of heat. (14:50)
29. **Electricity into Motion**—Shows how current flowing through an electromagnet produces motion. (14:51)
30. **What the Earth Was Like**—Illustrates ways the earth's surface is constantly changing. (14:50)
31. **How Do We Know?**—Focuses on erosion, the movement of the seas, and the fossil remains of plant and animal life. (14:49)
32. **Fossils Tell the Story**—Discusses how fossils were formed in rock. (14:51)

Word Workers, Inc.

Twenty-five 15-minute color lessons
Primary
58-page teacher's guide

Produced for Massachusetts Educational Television (21 Inch Classroom) by WGBH-TV, Boston (1971).

Larry Lizard, Warty Winnifred, and other alliterative characters help children recognize the relationship between sounds in words and letters in words in this series for beginning readers. Designed to supplement the classroom teacher's instruction in phonics, the course uses techniques compatible with the many different approaches to teaching this subject. Lessons provide drill on letter-sound associations, enlivened by activities such as "Name Game," "Rhyme Time," and "Word Wheels," that make unlocking the language code an entertaining activity.

Louise McNamara, who is also the studio teacher for the series ALL ABOUT YOU, is a former acting director of the Twenty-One Inch Classroom and a former elementary science teacher. She has served as science editor for Ginn & Co. and as consultant to the children's library of Boston's Museum of Science.

Frank Lane has been a member of the staff of WGBH-TV, Boston, since 1968. A native of Boston, he was educated in the schools of that city.

LESSONS

Unit 1: Sounds in words, consonant-vowel-consonant pattern of letters in words

1. Introduction to writing as communication; words in speech, sounds in words; letters in words. (14:35)
2. /s/ and /m/ as initial sounds; *s* and *m* as initial letters; rhyming words with "am" and "it" orally; classroom activities for *b*. (14:36)
3. /l/ as initial sound; *l* as initial letter; rhyming "am" and "it" and associating rhymes with letters. (14:32)
4. /t/ as initial sound; *t* as initial letter; rhyming; classroom activities for *r*. (14:36)
5. /t/ and /m/ as final sounds represented by *t* and *m*; rhyming "at" and "im" words; classroom activities for /k/ represented by *c*, *k*, and *ck*. (14:34)
6. Medial *a* and *i* representing the vowel sounds in "bat" and "bit"; classroom activities for *o* representing vowel sound in "lot." (14:37)
7. /h/ and /p/ as initial sounds; *h* and *p* as initial letters; classroom activities for /g/ represented by *g*. (15:04)
8. Review (15:00)
9. /p/ as final sound represented by *p*; rhyming "ap" and "ip" words; classroom activities for *w*. (14:32)
10. /f/ as initial sound; *f* as initial letter; rhyming; classroom activities for *v*. (14:40)
11. /d/ as initial and as final sound; *d* as initial and as final letter; rhyming "ad" and "id" words; classroom activities for *e* representing the vowel sound in "bell." (14:30)
12. /n/ as initial and as final sound; *n* as initial and as final letter; rhyming "in" and "an" words; classroom activities for *j* and *y*. (14:40)
13. *c* representing /k/ and /s/; *g* representing /g/ and /j/; classroom activities for *u* representing the vowel sound in "bud." (13:39)
14. Review (13:53)

Unit II: Short and long vowel sounds in consonant-vowel-consonant and consonant-vowel-consonants patterned words

15. *a* representing the vowel sound in both "mad" and "made"; rhyming (14:18)
16. *i* representing the vowel sound in both "pin" and "pine"; rhyming; classroom activities for *u* representing the vowel sound in both "cut" and "cute." (14:17)
17. *o* representing the vowel sound in both "rot" and "rope"; rhyming. (14:20)
18. Review of short and long vowels and all consonants. (13:55)

Unit III: Additional initial consonant sounds and letters

19. Digraphs: *th*, *sh*, and *ch*; classroom activities for *ph* and *wh*. (14:36)
20. Blends: *st*, *gr*, *br*, *sp*, *pr*, *tr*, *cl*, *fl*, *dr*, *sl*; classroom activities for *ow*, *bl*, *cr*, *fr*, *pl*. (14:26)
21. Review. (14:32)

Unit IV: Additional vowel sounds and letters

22. Other representations of "long *a*" (*ai*, *ay*) and "long *o*" (*oa*, *oe*, *ow*); classroom activities for *ee* and *oi* and *oy*. (14:20)
23. *ea* as representing the vowel sound in both "head" and "bead"; *ow* as representing the vowel sound in both "cow" and "low"; classroom activities for *oo*. (14:48)
24. *y* as a vowel; *r* following a vowel. (13:26)
25. Review. (14:45)

Words Are For Reading

Ten 10 to 15-minute color lessons
Primary
36-page teacher's guide

Produced by the Mississippi Authority for Educational Television (1972).

Dramatic scenes with strong appeal to children are used in this series to build reading vocabularies and related language skills. Non-sequential lessons include trips to the zoo and the state fair, a day at school, and a look at the daily work of the policeman and the fireman. Words to be taught, chosen from vocabulary lists of standard basal textbooks, appear on the screen frequently and are used in a variety of ways. Original songs reinforce the presentations, which are designed to encourage viewer participation.

LESSONS

1. **Our Friend the Policeman**—Shows policemen directing traffic, helping a lost child, and stopping a speeding motorist. (10:24)
2. **Bicycles**—Follows four boys as they bicycle from a park, to a service station, to the woods. (9:14)
3. **Zoo**—Shows the various ways that different animals move, eat, and sleep. (12:10)
4. **A Day at School**—Shows activities of a school day—a reading lesson, a game of kickball, and the adventures of a rabbit that escapes from his cage. (14:05)
5. **Trees**—Shows the parts of a tree and aspects of its growth, and emphasizes the need for forest conservation. (13:32)
6. **Houses**—Teaches the mechanics of compounding words, and the concept of "home." (11:48)
7. **Fair**—Explores the sights, sounds, smells and tastes a child experiences on a visit to the state fair. (12:20)
8. **One or Two: What To Do?**—Develops the concept of singular and plural nouns through images of brushes, babies, and bubbles. (10:45)
9. **How We Move**—Presents words that describe movement, illustrated by scenes of a football game, an egg race, and a Boy Scout outing. (11:17)
10. **Fireman, Fireman**—Shows the activities and responsibilities of a fireman, from battling a blaze to caring for his uniform and equipment. (14:37)

Wordsmith

Thirty 15-minute color lessons
in six modules
Intermediate
24-page teacher's guide

Produced by AIT at KLCS-TV, Los Angeles (1975).

This new production of a popular series is based on contemporary concepts of vocabulary and linguistic theory. Each WORDSMITH program centers on a theme like "food," "size," or "communication." But from then on, anything goes—wordcells cavort about to instruct and entertain, anticked characters get their words in edgewise, word lore of all kinds lights up the nooks and crannies of the English language. Designed to arouse students' curiosity about words and to sharpen their awareness of language, the series includes standard vocabulary development and incorporates terms from specialized vocabularies, foreign languages, and slang.

Bob Smith, wordsmith and author of the teacher's guide, has taught English, philosophy, psychology, education, Latin, and mathematics at levels from the seventh grade to post-graduate study. His television work began in 1962. Mr. Smith holds a Bachelor of Arts degree from the University of Chicago, and three advanced degrees in philosophy and linguistics from Gonzaga University and the University of Michigan.

LESSONS

A conventional accounting of what goes on in a WORDSMITH program can't really do justice to the lively proceedings as Bob Smith conjures up a variety of short features (several of which appear in each program) to stimulate, reinforce, and sustain the attention of the viewer:

MR. HOMONYM has endless problems with the words that sound alike but are not.

MS. HYPERBOLE can't open her mouth without exaggerating.

MR. ALLITERATION'S statements seem strangely similar.

MR. REDUNDANT repeats himself needlessly and in the process becomes twins.

MS. ONOMATOPOEIA offers *splash* and *crunch*—each is a word and a sound too.

THE DEPARTMENT OF USELESS INFORMATION tells more than anyone needs to know about our language.

SUPERWORD takes a light-hearted look at some of our more impressive—and sometimes stuffy—words.

I SAY, YOU SAY reminds us that we do not all speak the same English. Is it quarter to ten, quarter till ten, or quarter of ten?

DOUBLE-TAKE is an eye-opener. Look around you—What do you see? Words and wordcells. Don't take one, take both. That's a double-take. And it's one of the big, big goals of each WORDSMITH lesson.

Module Blue
101. Sound (14:30)
102. Body I (14:32)
103. Body II (14:30)
104. Fire (14:31)
105. Looking (14:30)

Module Brown
401. Nature (14:31)
402. Leading (14:30)
403. Transportation I (14:34)
404. Transportation II (14:30)
405. Position (14:30)

Module Green
201. Numbers I (14:30)
202. Numbers II (14:37)
203. Numbers III (14:35)
204. Walk and Run (14:30)
205. Water (14:34)

Module Yellow
501. Form (14:34)
502. Size (14:30)
503. Talking (14:31)
504. Potpourri (14:31)
505. Food (14:33)

Module Red
301. Time (14:35)
302. Cutting (14:35)
303. Animals I (14:33)
304. Animals II (14:32)
305. Serendipity (14:31)

Module Orange
601. Twist and Turn (14:32)
602. Relatives (14:30)
603. Connection (14:32)
604. Measure and Metrics (14:31)
605. Communication (14:37)

World History
(History I)

Fifteen 30-minute black and white lessons
Post-secondary
10-page syllabus

Developed for the U.S. Navy by the Commission on Extension Courses, Harvard University. Produced by WGBH-TV, Boston (1967).

This course presents a comprehensive pictorial overview of world history from the fall of Rome to the Napoleonic Era. It covers the great movements, the men that led them, and the consequences of their work.

The lectures have been prepared and presented by Professor Robert G. Albion, Gardiner Professor of Oceanic History and Affairs, Emeritus, Harvard University; formerly Professor of History, Emeritus, Harvard University.

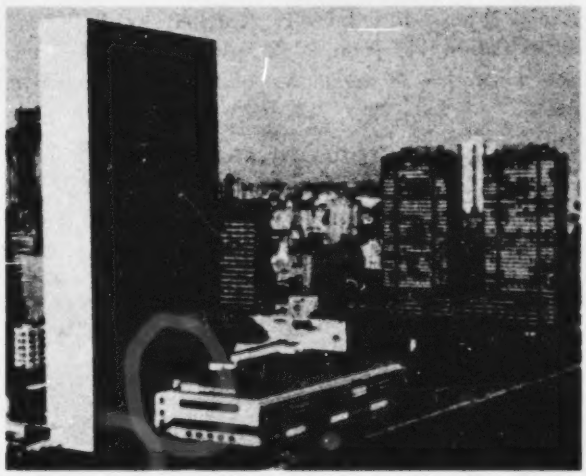
LESSONS

1. **The Fall of Rome**—Centers on barbarian culture, particularly that of the Franks and Anglo-Saxons. Considers Greeks in Eastern Europe and the spread of Arabs around the Mediterranean. (28:52)
2. **Feudalism and National States**—Discusses how leading warriors received land in exchange for military service to the king, and thereby acquired most of the wealth, power, and prestige in their societies. (28:25)
3. **The Medieval Economy**—Describes the structure and function of the "manor," the principle economic and social unit in the Middle Ages. Notes the revival of trade and the growth of craft guilds after 1000 A.D. (28:56)
4. **The Medieval Church**—Investigates the wide-spread cultural and political powers of the Roman Catholic Church in Western Europe. Considers eventual conflict with the growth of national states. (28:37)
5. **Exploration and Early Empires**—Discusses the exploring voyages of Vasco da Gama, Columbus, and Magellan in the 15th and 16th centuries. Studies the establishment of colonies and the development of trade by the Spanish and Portuguese. (28:57)
6. **Renaissance and Reformation**—Considers the art and literature of Renaissance Italy. Describes the establishment of Protestant sects in Northern Europe under the leadership of Martin Luther and John Calvin. (28:57)
7. **16th Century Rivalries**—Studies the emergence of England, France, and Spain as strong national states, and considers two powerful empires, the Hapsburg family and the Ottoman Empire. (29:00)
8. **Seventeenth Century Expansion**—Concerns the expansion of trade and colonies by the Dutch, French, and English after the defeat of the Spanish Armada in 1588. (28:50)
9. **The Age of Louis XIV**—Contrasts the growth of the absolute monarchy in France with the defeat of the Stuart kings and royalist supporters by Puritan—Parliamentary forces in England. (28:50)
10. **The Duel for Empire**—Discusses the years between 1609 and 1763, when England and France were at war four times (League of Augsburg 1689-97; Spanish Succession, 1701-13; Austrian Succession, 1740-48; Seven Years, 1756-63). (28:55)
11. **The American Revolution**—Explores the conditions leading up to England's conflict with the American colonies. Reviews the major events of the Revolutionary War. (28:58)
12. **Colonial Changes**—Considers colonial experiences of European countries in the South Seas and Pacific Northwest. Examines British political influence and policy in India and in Canada. (28:55)
13. **The Industrial Revolution**—Examines how the change from handwork to power machinery drastically transformed society, politics, and economic life beginning in the 1760's. (28:55)
14. **The French Revolution**—Describes how a moderate movement for constitutional government and breaking down old privileges grew into a violent and radical revolution. (28:50)
15. **Napoleon and Sea Power, 1798-1815**—Reviews the career of Napoleon Bonaparte from his early victories in Italy, to his unsuccessful invasion of Russia in 1812, to his final exile on St. Helena. (28:47)

World History
(History II)

Fifteen 30-minute black and white lessons
Post-secondary
8-page syllabus

Developed for the U.S. Navy by the Commission on Extension Courses, Harvard University. Produced by WGBH-TV, Boston (1967).



This survey begins with the Peace of Vienna in 1815 and probes the revolutions of 1830 and 1848, which led to reform in England, Italy, and Germany. Also covered are America's westward expansion and Civil War, the rise of capitalism and socialism, imperialism in Africa and Asia, politics before and after the World Wars, the end of empire after the wars, the Cold War and the deterrent power of the Polaris.

The lectures have been prepared and presented by Professor Robert G. Albion, Gardiner Professor of Oceanic History and Affairs, Emeritus, Harvard University; formerly Professor of History, Emeritus, Harvard University.

LESSONS

1. **Reaction and Revolution, 1815-1848**—Describes "the Metternich Era," when European nations reinstated ousted monarchs and for a time successfully suppressed revolutionary movements. (28:55)
2. **The Opening of China and Japan**—Traces Britain's diplomatic and military efforts to open Chinese ports to trade, and America's success at establishing trade relations with Japan. (28:55)
3. **British Reform and Free Trade**—Examines, in Britain, the rise of the capitalist and labor parties to political power, the "humanitarian" policy changes in the British empire, and the transition from old forms of mercantilism to free trade. (28:54)
4. **The Second Empire and Unification**—Describes the period between 1848 and 1870, when France was under the leadership of Napoleon III, and Germany and Italy became unified nations. (28:57)
5. **America's Westward Expansion**—Follows expansionist efforts in the United States, from the extension to the Mississippi after the Revolution to the acquisition of California and the Southwest as a result of the Mexican War. (28:54)
6. **Capitalism, Socialism, and Communism**—Traces the growing influence of private capital, the rise of movements to improve the lives of the laboring class, and the development of "hard core" Communism in Russia. (28:54)
7. **The Scramble for Africa**—Follows the sudden expansion of European nations into Africa in the late 19th century. (28:58)
8. **Imperialism in Asia**—Considers the Japanese defeat of China in 1895, the subsequent European take-over of Japanese gains in China, and the Japanese victory over Russia in 1905. (28:55)
9. **Alliance and Entente**—Describes the alignment into two groups of the major powers of Europe between 1897 and 1907: the Triple Alliance (Germany, Italy, Austria) and the Triple Entente (France, Britain, Russia). (29:20)
10. **World War I**—Discusses the armed conflict between the alliances which resulted in a four year seige at the Western Front, German use of submarines against England, and American intervention in 1917. (28:41)
11. **Between the Wars**—Examines the "self-determination" spirit of the Paris settlement, the creation and failure of the League of Nations, and the transformation of Russia into a radical Communist state. (28:28)
12. **World War II, 1939-1941**—Deals with German victories in Europe, the Battle of Britain, the campaign in North Africa, and Hitler's attack on Russia in mid-1941. (28:56)
13. **World War II, 1942-1945**—Deals with the Japanese attack on Pearl Harbor, the major efforts in Europe and the Pacific, the surrender of Germany in 1945, and the Japanese capitulation following atomic attacks on Hiroshima and Nagasaki. (28:50)
14. **The End of Empire**—Considers the breaking up of the overseas empires of Britain, France, Holland, and Belgium into independent nations. (28:35)
15. **The Cold War**—Examines the "Cold War" contest between the United States and Russia: the arms race and the rivalry for political influence throughout the world. (28:55)

Zebra Wings

Fifteen 20-minute color lessons
Intermediate
40-page teacher's guide

20-minute teacher program

Produced by the Mississippi Authority for Educational Television, in association with AIT (1976).

This creative writing course is intended to bring out the creative abilities latent in each child. The series aims to stimulate children to think, to feel, to imagine, — and then to write. The lessons are concerned with style and form in various types of writing—fables, poetry, humor, fiction, newspaper writing, drama. Each program begins with a sight-and-sound experience related to one or more pieces of writing. A variety of techniques are used, such as film dramatization on location, puppetry, and animation. Afterwards the series host guides children in the studio in a creative writing "encounter session." Together they explore ways in which they might express their experiences in writing. Winner of Gold Medal, Virgin Islands International Film Festival, 1975.

Lee Bennett Hopkins, teacher for the series, is a former curriculum and editorial specialist for *Scholastic Magazine*. He is the author of children's books, professional texts, and curriculum materials for elementary education.

LESSONS

1. **Words, Words, Words**—Introduces writing as a building process; investigates words as tools for individual expression. (19:30)
2. **Myths and Fables**—Considers the role of culture and imagination in the evolution of myths and fables. (19:30)
3. **Poetry I**—Presents poetry as a pleasurable way to express feelings and describe experiences. (19:28)
4. **Poetry II**—Familiarizes children with figurative language; introduces the haiku form of poetry. (19:30)
5. **Humor I**—Explores three types of written humor—take-off, surprise, and character; encourages children to draw humor from personal experience. (19:47)
6. **Humor II**—Shows children creating a humor magazine; considers the humorous qualities of jokes, cartoons, comics, riddles, puns, and a tall tale. (19:30)
7. **Short Story I**—Discusses the characters, setting, and plot of a short story; invites viewers to write an ending. (19:31)
8. **Short Story II**—Introduces several mystery writing components—alliteration, mood, and setting; challenges students to write an original mystery story. (19:10)
9. **The Writer's Tools**—Illustrates the steps in writing a report or article; emphasizes the importance of research and creative organization and presentation of non-fiction material. (19:02)
10. **Persuasive Writing**—Considers persuasion and defines propaganda; analyzes letters to the editor, public service announcements, and political persuasive writing. (19:32)
11. **Advertising**—Explores, by means of television commercials, the types and techniques of advertising, pointing out the difference between legitimate information and the huckster's pitch. (19:48)
12. **Newspaper Writing**—Illustrates various forms of newspaper writing; stresses the skills a newswriter must use to deal accurately with facts. (19:30)
13. **Plays**—Presents the elements of playwriting; shows children critiquing three original plays. (19:51)
14. **Scriptwriting**—Provides an introduction to a study unit on filming and videotaping; explains and illustrates camera movements, sound and picture alignment, and the addition of music and sound effects. (19:40)
15. **Journal**—Describes the journal as a sourcebook of ideas that later may take a variety of forms; shows that revision is a necessary process. (19:37)

THE JAPAN PRIZE Circulating Library

The Japan Prize has been awarded since 1965 by NHK, the Japanese national broadcasting service, to radio and television programs of singular excellence. The international competition has helped to stimulate interest in the field and has served to foster understanding and cooperation among broadcasters and educators of the participating nations.

Made up of prizewinners in both radio and television, the Japan Prize Circulating Library has been assembled for the purpose of making the best use of the educational materials entered in the contest. The materials are especially useful for demonstrating the state of the art in educational broadcasting in seminars, symposia, conferences, and classrooms.

The Agency for Instructional Television is one of ten repositories around the world for the circulating library. A second repository in the continental United States is the Communication Center of the University of Texas in Austin.

- Programs are available for non-broadcast use only on 16mm film and audio tapes. Service charges are $15 for each television program and $5 for each radio program. Programs may be kept one week.
- Printed materials, including scripts in English, instructional objectives, and comments on production and utilization, accompany most programs.

PROGRAMS*

1972 Television

Twenty-One Days in the Life of an Egg
Science (Secondary Education)
Produced by NHK, Japan (20:00)

Tick Tock Goes the Clock
Education for the Mentally Retarded (Primary Education)
Produced by NHK, Japan (20:00)

Notions on Sets
Mathematics (Adult Education)
Produced by RTB, Belgium (30:00)

Things Around Us
Technical Guidance (Primary Education)
Produced by Czechoslovakian Television (28:50)

Bill Before The House
Civics (Secondary Education)
Produced by Alberta School Television, Canada (28:50)

1972 Radio

The Wonderful Journey of Toldori
Science (Primary Education)
Produced by KBS, Korea (18:00)

What Do You Know?
Science (Secondary Education)
Produced by SABC, South Africa (14:11)

Give Your Child a Chance
Technical Guidance (Adult Education)
Produced by RTE, Ireland (20:00)

One, Two, Three, and What Then?
Mathematics (Primary Education)
Produced by Polish Radio and Television (19:20)

The Machine Takes Over?
Social Science (Secondary Education)
Produced by BBC, United Kingdom (18:36)

1973 Television

Praxis-Emergency Test
Health (Adult Education)
Produced by ZDF, Federal Republic of Germany (57:44)

The Electric Company, Show 136
Fight Against Illiteracy (Primary Education)
Produced by Children's Television Workshop, U.S.A. (28:38)

Aska and the Wolf
Literature (Primary Education)
Produced by Radio-Television, Zagreb, Yugoslavia (24:08)

Coordinates
Mathematics (Secondary Education)
Produced by RTM, Malaysia (16:21)

How Was the Opera? Grand, Just Grand!
Music (Secondary Education)
Produced by Department of Education, Hawaii, U.S.A. (27:12)

1973 Radio

English Consort Music
Music (Adult Education)
Produced by the Open University, United Kingdom (17:30)

Ka Ki Ku Ke Ko, Ka Ki Ku Ke Ko
Language (National) (Primary Education)
Produced by NHK, Japan (15:00)

The Known and Unknown Functions of the Brain
Science (Secondary Education)
Produced by Romanian Radiotelevision, Romania (22:35)

Everything New
Literature, Social Studies (Primary Education)
Produced by BBC, United Kingdom (19:20)

1975 Television

Heil Caesar
Literature (Secondary Education)
Produced by BBC, United Kingdom (26:51)

Tawny Owls
Science (Adult Education)
Produced by The Open University, United Kingdom (24:26)

A Return Ticket to the Moon
Civics (Secondary Education)
Produced by Bayerischer Rundfunk, Germany (24:33)

The Basking Plate
Science (Primary Education)
Produced by Polish Radio and Television, Poland (9:30)

The Africa File: From Scheherazade to Selma
Social Studies (Secondary Education)
Produced by OECA, Canada (28:50)

1975 Radio

Delightful Rhythm
Music (Primary Education)
Produced by NHK, Japan (14:40)

Jumping and Winding
Music (Primary Education)
Produced by Magyar Radio, Hungary (19:20)

The Peak That Was Won Over (Part I and II)
Social Studies (Primary Education)
Produced by All India Radio, India (37:30)

English By Radio–Nouns
Language (Foreign) (Secondary Education)
Produced by PBC, Pakistan (20:05)

Hullo Pals, No. 7
Language (Foreign) (Secondary Education)
Produced by ABC, Australia (19:24)

The AIT repository also includes 16mm film anthologies that contain excerpts from outstanding programs in earlier competitions. Anthologies for the following contests are available: 1966, 1967, 1968, 1969, 1971. These can be rented for $10 each.

*No Japan Prize contests were held in 1970, 1974, and 1976.

Rental Policies, Procedures, Prices

AIT television courses are available on a rental basis to educational institutions for instructional use over open-circuit broadcast stations, 2500 MHz (ITFS) systems, closed-circuit (CCTV) systems, and community antenna (CATV) systems.

Previewing

Pre-selected lessons are available for preview without charge except for return postage. Lessons other than those pre-selected are available for previewing at a charge to cover special preparation and handling. The charge varies depending on the preparation required.

- Preview materials can be provided in various formats.
- Preview materials should be requested *at least three weeks* in advance of use date; at least one alternate use date should be specified.
- Preview materials are *for one week's use*. If necessary, arrangements can be made for longer preview periods; this must be done when the order is placed.
- Confirmation of preview date is sent by mail and includes shipping instructions.
- Preview materials may be broadcast if permission is obtained in advance.

Telecourse Use

The rental fee authorizes one "use" over any type of electronic system when lessons are provided on AIT tapes (A "use" is defined as unlimited transmission of each lesson during a school week.); the rental fee authorizes an unlimited number of "uses" for a period of one school year when lessons are recorded on the user's tape stock.

School rerecording of public and instructional television programs

With the increased capability for off-air rerecording of educationally useful television programs for replay at times convenient to classroom scheduling, it is important to school systems that public and instructional programs be available for classroom playback, closed-circuit display and other school exhibition modes contemporaneously with local station broadcast. Content copyright and other legal limitations, however, often demand that the use of such program rerecordings be controlled in a manner consistent with original television broadcast authorization.

Accordingly, the Agency for Instructional Television, the Great Plains National Instructional Television Library, the Public Broadcasting Service, and the Public Television Library have jointly agreed on the general policy of authorizing supplemental school rerecordings of public and instructional television programs distributed by them for local ETV and other educational broadcast, solely on condition that:

1. School rerecordings may be made only by students, teachers, and faculty or staff members in an accredited nonprofit educational institution;
2. School rerecordings will be used solely for classroom, auditorium or laboratory exhibition in the course of classroom instruction or related educational activities;
3. School rerecordings will be used only in the educational institution for which made, and will not be given away, loaned or otherwise made available outside that educational institution;
4. School rerecordings will be used only during the seven-day period of local ETV and other educational broadcast licensed by the distribution agency, and will be erased or destroyed immediately at the end of that seven-day period except to the extent specifically authorized in writing in advance by the distribution agency.

This supplemental school rerecording authorization is applicable to all public and instructional programs distributed by these agencies, **excluding only those prohibited by reason of production or distribution rights restrictions.**

THE FOLLOWING TELECOURSES ARE NOT AUTHORIZED FOR RERECORDING UNDER EITHER THE SEVEN-DAY SCHOOL RERECORDING POLICY OR THE EXTENDED INSTRUCTIONAL USE EXPERIMENT:

BOOK, LOOK AND LISTEN
ONCE UPON A TOWN
READERS' CUBE
SPINNING STORIES

Extended instructional use of AIT telecourses

In response to numerous requests from school districts across the country, AIT has taken a further step toward making its telecourses even more accessible to schools. Agencies authorized to use AIT telecourses may, on an experimental basis, permit their participating school systems to retain rerecordings for repeated use as desired during the entire school year, September through June.

The aim of this experiment is to test the extent to which unrestricted broadcast rerecordings will be used in classrooms. A further objective is to determine if such an extended use will increase school support for instructional broadcast services. Finally, it is hoped the experiment will provide insight into the effect of advances in recording and playback technology upon instructional broadcasting.

The AIT experiment is for a three-year period (September, 1976, through June, 1979). It is confined to telecourses for which AIT controls distribution rights in all formats (i.e., film, videotape, reel-to-reel, videocassette, videodisc, etc.) and for all exhibition methods (i.e., television transmission, classroom playback, film projector, closed-circuit systems, etc.). The experiment also is limited to school systems specifically identified as participants in the instructional television services of agencies authorized to use AIT telecourses. Non-participating school systems are still not authorized to exceed the seven-day recording retention limit of the Joint Policy on "School Rerecording of Public and Instructional Television Programs."

Rental Fees

Rental fees are based on the premise that there should be a relationship between the amount paid and the number of students who can be served by the television system. The amount of the telecourse rental fee is determined by the size of school enrollments, the length of the lessons, the number of lessons in a course, and whether the lessons are provided on AIT tapes or are recorded on the user's tape stock.

Users are encouraged to record lessons on their own tape stock because this procedure offers economies for the user, provides for greater flexibility in scheduling, eliminates many shipping and handling problems, and makes possible unlimited repetitions during a school year. To assure technical quality and for reasons of logistics, it is recommended that the user buy the tape to be dubbed through AIT. Should the user supply tape from his own inventory, it must be new, unrecorded stock ready for dubbing (3M-400 or equivalent).

Computing costs—single licensee operating one or more stations: (base rate + school enrollment cost) x (number of lessons in a series) = total rental fee.

Base Rates

1. 10-min. lesson—$28.50
   15-min. lesson— 34.50
   20-min. lesson— 40.50
   30-min. lesson— 52.50
2. Base rates are reduced when lessons on user's tape stock are used in second and successive years. The reduced base rate is:
   10-min. lesson—$23.50
   15-min. lesson— 24.50
   20-min. lesson— 25.50
   30-min. lesson— 32.50

School Enrollment Cost

$1.50 per 10,000 students up to 250,000 + $.50 for each additional 10,000 students

Student figures are based on K through 12 enrollment.)

TO FIND THE TOTAL FEE FOR A COURSE—AN EXAMPLE:

ITV Director Jones wants to order ALL ABOUT YOU for television broadcast to his school system. Since his K-12 enrollment is 167,320 he computes his rental fee to be $60.00 per program (base rate of $34.50 for a 15-minute lesson, plus $1.50 for each increment of 10,000 students). Since there are 30 lessons in the series, Jones' total rental fee for the use of ALL ABOUT YOU is $1,800.00.

(base rate + school enrollment cost) x (no. of lessons) = rental cost

($34.50 + $25.50) x (30) = $1,800.00

Prices effective for courses scheduled for starting dates in September or October, 1977.

Computing costs—multiple licensees operating tape or interconnected regional or area networks:

The multiple license fee provides for one set of AIT tapes to be transmitted or circulated among network participants. A network may retain an AIT tape *for three weeks*. Additional AIT tape copies are available, if required, at a cost of $2.00 per minute:

2-3 participants:
each pays 90% of single license fee

4-6 participants:
each pays 85% of single license fee

7-9 participants:
each pays 80% of single license fee

10-15 participants:
each pays 75% of single license fee

16 or more participants:
each pays 70% of single license fee

- Late-coming agencies to network contracts will be served at the network discount rate already established, whether or not the total number of participants goes up to the next level when they join.

Fees for the following teleccurses are not based on the standard rental fee structure. (Consult individual course descriptions for specific costs.)

ABOUT SAFETY
ABOUT SCIENCE
ART FOR THE DAY
BREAD & BUTTERFLIES
THE HEART OF TEACHING
MEASUREMETRIC
SELF INCORPORATED
WHAT'S MY THING?

When user purchases tape stock from AIT:

AIT's standard tape format is quadruplex 15 ips. However, most helical formats are available by special arrangement and possibly at additional charge.

Prices for quadruplex tape stock are indicated below. All tape is packaged in plastic impact cases. (Prices for tape used with helical and videocassette machines are available on request.)

Quad tape	15 ips
15-min.	$ 46.50
20-min.	64.50
30-min.	86.00
60-min.	174.00

(10-min. lessons require 15 min. tape stock)

NO IMMEDIATE PRICE INCREASES ARE ANTICIPATED, BUT BECAUSE THE COSTS OF TAPE STOCK AND DUBBING ARE BEYOND AIT'S CONTROL, THESE PRICES ARE SUBJECT TO CHANGE.

When user supplies tape stock:

- All user tape stock must be new, unrecorded stock ready for dubbing (3M-400 or equivalent).
- All user tape must be shipped in plastic impact cases.
- A separate tape must be supplied for each lesson.
- Minimum tape lengths for quadruplex recordings:

	15 ips
15-min.	1240'
20-min.	1615'
30-min.	2410'

(10-minute lessons require 15-min. tape stock)

- Tape stock should be shipped to:
  AIT
  1111 West 17th Street
  Bloomington, Indiana 47401
- All tape should be identified. (A great deal of tape is received from many sources; inadequate identification creates obvious problems.)

Dubbing Charge:

A charge is made to partially cover the cost of having lessons dubbed on user tapes. The charge is assessed whether tapes have been purchased from AIT or are sent to AIT from the user's own stock:

	All tape formats
10-min.	$13.50
15-min.	15.00
20-min.	18.00
30-min.	25.00

Replacement Costs:

Lesson tapes that have been worn, damaged, or lost can be replaced by AIT. The cost includes tape stock, dubbing, shipping and handling:

	Quad tape
10-min.	$ 85.00
15-min.	95.00
20-min.	130.00
30-min.	170.00

TAPES TO BE DUBBED WITH COURSES SCHEDULED FOR STARTING DATES IN SEPTEMBER OR OCTOBER 1977 MUST REACH AIT BY JULY 5, 1977.

Scheduling

Most AIT courses are designed to be used at the rate of one lesson per week, in sequence, during consecutive school weeks. Variations in this use pattern are possible only when arrangements are made to record lessons on the user's tape stock.

Some AIT courses in which the lessons are not sequential are distributed in modules of from two to eleven lessons. The order in which the modules are scheduled may vary, but the program sequence within the modules does not.

NOTE: When placing an order, users must include a proposed transmission schedule. This schedule will be confirmed by AIT. Because of possible unavoidable changes, users are advised to publish broadcast schedules after receiving confirmation from AIT. The shipping schedule attached to the Telecourse Authorization constitutes the confirmed broadcast transmission schedule.

Ordering

All orders with September or October 1977 starting dates must reach AIT no later than July 5, 1977. To be sure that desired telecourses are available, users are urged to place orders early. Orders are processed on a first-come, first-served basis.

NOTE: It may be impossible for AIT to honor orders or schedule changes received after July 5, 1977 except at additional cost to the user.

The following must be supplied with an order:

- Proposed transmission schedule, including lesson titles, lesson numbers, and transmission dates.
- Purchase order number, name of the person to receive bill, and special billing instructions (payment is due upon receipt of invoice).
- Desired tape format.
- Complete shipping address for film and tape. (P.O. box number is not sufficient.)
- Name and telephone number of person who is to receive shipping information and instructions.
- Mailing address for general correspondence.
- Identification of transmission facilities (call letters, CCTV, ITFS, CATV).

Shipping

AIT's shipping procedure is designed to facilitate the movement of tapes to serve a number of users. Please follow it carefully.

1. The user is authorized to use lessons for *one week*, Monday through Friday, unless lessons are recorded on user's tape stock.
2. Tapes must be forwarded immediately following use—*no later than Friday of the week in which they are used.*
3. Shipping instructions are sent by mail from AIT and include the appropriate shipping labels. Shipping instructions include the transmission schedule of the next user if the lessons are to be bicycled.
4. Rental fees include outgoing surface shipping charges, but not return shipping charges. (If shipments are sent by air or otherwise expedited, extra charges may be necessary.)
5. Shipments made outside of the continental United States are subject to additional charges. Costs are available on request.

Confirmation:

A signed AIT Telecourse Authorization is confirmation of your order.

WHAT TO DO IF:

Tape does not arrive on schedule (three working days before use date)

1. Check shipping instructions to determine origin of shipment
2. Call shipper
3. Call AIT Distribution if tape is lost (812) 339-2203

Tape is unusable

1. Call AIT Distribution at least three working days before use date (812) 339-2203
2. Complete and return (by separate mail) service card that accompanies tape.

Related Materials

Teacher's Guides

Teacher's Guides include overviews of the series indicating objectives and the classroom techniques that will help achieve them, descriptions of the content of each lesson, and suggestions for pre-lesson and post-lesson activities. Many of the guides contain bibliographies for teachers and students.

Student workbooks, discussion leader's guides, separate bibliographies, and activity cards for learners also are available for some courses.

Price List of Teacher's Guides

Course Title	Copies 1-9	10-499	500 & over
About Safety*	____	$ .10	$ .10
About Science	$1.00	.80	.72
All About You	1.50	1.00	.90
Animals & Such	1.00	.60	.54
Art for the Day*	____	.10	.10
Book, Look and Listen	†	†	†
bread & butterflies	2.50	1.70	1.50
Breakthru	1.00	.50	.45
Children of the World	1.00	.50	.45
Code/English	1.50	1.00	.90
Common Cents	†	†	†
Community of Living Things	1.50	1.00	.90
Contemporary Poetry	1.00	.55	.50
Contract!	†	†	†
Creative Dramatics	†	†	†
Discussing Controversial Issues	set 5.50	5.50	4.95
Coordinator Handbook	1.50	1.50	1.35
Student Handbook	1.25	1.25	1.12
Teacher Handbook	4.00	4.00	3.60
The Draw Man		.10	.10
Drugs: The Children Are Choosing	1.00	.70	.63
En Français	‡	‡	‡
Explorers Unlimited	1.00	.70	.63
First Films on Science	1.00	.50	.45
Getting the Word	5.00	3.50	3.15
Hands On I	1.00	.70	.63
Hands On II	1.00	.55	.50
Hands On III	1.00	.80	.72
Hands On IV	1.00	.80	.72
Hands On V	†	†	†
The Heart of Teaching			
Viewer's Guide	†	†	†
Discussion Leader's Guide	1.50	†	†
How Can I Tell You?	1.50	1.00	.90
If You Live in a City, Where Do You Live	2.00	1.60	1.44
Images & Things			
Teacher's Guide	2.00	1.50	1.35
Learning Resources Guide	1.00	.80	.72
Imagine That . . .	1.00	.60	.54
Inside/Out	2.00	1.40	1.25
Integration of Children with Special Needs in a Regular Classroom (Lexington Teacher Training Project)	set 10.00	6.00	5.40
	individual 1.00	.65	.59
It's All Up To You	†	†	†
Let's Draw	1.75	1.20	1.08
Let's See America	1.00	.40	.36
Life World 2000	2.00	1.55	1.40
Magic Pages	1.50	1.00	.90
Math Matters	1.00	.65	.59
Matter & Motion	1.00	.60	.54
A Matter of Fact	1.50	1.00	.90
A Matter of Fiction Teacher—Student Guide	1.00	.45	.40
MeasureMetric	†	†	†
Meet the Arts	1.00	.70	.63
The MeTooShow*	____	.10	.10
Metrify or Petrify	1.50	1.10	.99
Natural Science Specials*	____	.10	.10
Once Upon a Town	†	†	†
Other Families, Other Friends	1.50	1.00	.90
Picture Book Park	1.00	.55	.50
Pilgrims to the West*	____	.10	.10
Primary Art	2.00	1.15	1.03
Project: History	1.00	.50	.45
Puppets and the Poet*	____	.15	.15
Readers' Cube	†	†	†
Ready? Set . . . Go! Level I	3.50	2.40	2.15
Ready? Set . . . Go! Level II	3.50	2.30	2.07
Rights and Responsibilities	1.00	.50	.45
Ripples			
Teacher's Guide	1.00	.70	.63
Discussion Leader's Guide	.50	.25	.25
The Science Shed	3.50	2.00	1.80
Search for Life	†	†	†
Secondary Developmental Reading			
Teacher's Manual and Reading List	1.00	.70	.63
Reading List	1.00	.30	.27
Self Incorporated	1.00	.70	.63
Spinning Stories	†	†	†
Stepping into Melody	1.50	1.00	.90
Stepping into Rhythm	1.00	.80	.72
Stories of America	1.00	.70	.63
TV Today	†	†	†
Tell Me a Story	1.00	.60	.54
A Time of Your Life			
Teacher's Manual	1.50	1.00	.90
Administrator's Handbook	1.00	.50	.45
The Tune-Up Shop	1.75	1.20	1.08
Two Cents' Worth	1.50	.90	.81
Universe and I	†	†	†
What's My Thing?	1.00	.35	.31
Why?	1.50	.90	.81
Word Workers, Inc.	1.50	1.00	.90
Words Are for Reading	1.00	.65	.59
Wordsmith	1.00	.55	.50
Zebra Wings	1.00	.80	.72

†Price available on request.
*Combination guide and fact sheet, available in quantities at the prices listed.
‡Order form available from AIT.

Related Materials for Consortia-Developed Series

BREAD & BUTTERFLIES

- *My* BREAD & BUTTERFLIES *Career Book* that supplements the television series is published and sold by Houghton Mifflin Company, Educational Division, One Beacon Street, Boston, Massachusetts 02107. Using the principle of active student involvement, the workbook provides opportunities for application of self and career awareness skills in exploring new ideas. The price is $1.95.
- A parent-teacher guide with recommendations for using the workbook in classrooms and in home settings is also available from Houghton Mifflin Company. The price is $1.50
- A self-contained *Workshop Training Package* includes materials to help educators become familiar with the concepts and goals of the series. It suggests ideas for related classroom activities. The price is $65.

THE HEART OF TEACHING

- An *Applications Handbook* includes detailed suggestions and resource materials for conducting an intensive 20- to 40-hour human relations skill development workshop (or college course) for pre- or in-service teachers and counselors. The price is $45.
- A special program, *Demonstrations Enhancing Human Relations Skills,* illustrates through role-playing preferred ways of handling issues posed in the series programs. It is intended for use in human relations training courses or workshops. The price is $91 for videocassette, and $167 for quad tape.

IMAGES & THINGS

- A *Learning Resources Kit* is designed to stimulate visual and aesthetic experiences. It can be used independently by individual students or by groups, with or without the programs. The kit contains 180 color slides of art images appearing in the series, 10 slide viewers, and a guide. The price of the complete kit is $130.

INSIDE/OUT

- *Stories from INSIDE/OUT* is a paperback book of stories for young children adapted from the television series. The book is available from Bantam Books, Inc., School and College Division, 666 5th Avenue, New York, New York 10017. The price is $1.25.
- A free discussion guide for parents and teachers, also available from Bantam Books, helps adults share the experiences of *Stories from INSIDE/OUT* with children.
- A self-contained *Workshop Training Package* includes materials to help educators become familiar with the concepts and goals of the series, and suggests ideas for related classroom activities. Available from AIT, the price is $65.

SELF INCORPORATED

The following materials are all available from AIT:

- A *Packet of Background Readings* that consists of articles for AIT that deal with the physical, psychological, and social issues of early adolescence and the ways in which the emotional health of adolescents can be fostered inside and outside the classroom. The price for 10 sets is $15.
- A *Family Discussion Booklet* for adults and teenagers to use in discussions of SELF INCORPORATED programs and related issues. The price is $.50 per single copy.
- A *School/Community Awareness Kit* that includes a complete community preview format, reading lists, posters, and an article by Dr. Maria Piers, Dean of the Erikson Institute of Early Education, on the parent-child relationship. The kit is designed to help schools inform parents and the community about SELF INCORPORATED and to provide suggestions for involving parents and other adults in the use of the series. Single copies are free.
- A self-contained *Workshop Training Package* includes materials to help educators become familiar with the concepts and goals of the series, and suggests ideas for related classroom activities. The price is $14.50.

Films and videocassettes

A complete catalog describing audiovisual policies, individual programs, and resource packages will be sent on request.

Series available on film and videocassette

BREAD & BUTTERFLIES
- Fifteen 15-min. color lessons:
  - 16mm film—$180 per program
  - videocassette—$110 per program
- One 20-min. teacher program:
  - 16mm film—$100
  - videocassette—$115
- One 15-min. informational program:
  - 16mm film—$90
  - videocassette—$80

DISCUSSING CONTROVERSIAL ISSUES
- Four 20-min. color lessons:
  - 16mm film—$650 for all four programs
  - videocassette—$450 for all four programs

THE HEART OF TEACHING
- Five 15-min. color programs:
  - 16mm film—$250 per program
  - videocassette—$175 per program
- "Teachers' Meeting" 30-min. color program:
  - 16mm film—$400
  - videocassette—$290

IMAGES & THINGS
- Thirty 20-min. color lessons:
  - 16mm film—$230 per program
  - videocassette—$130 per program
- Three 30-min. teacher programs:
  - 16mm film—$150 per program
  - videocassette—$130 per program

INSIDE/OUT
- Thirty 15-min. color lessons:
  - 16mm film—$180 per program
  - videocassette—$110 per program
- One 30-min. teacher program:
  - 16mm film—$150
  - videocassette—$130
- One 15-min. informational program:
  - 16mm film—$90
  - videocassette—$80

A MATTER OF FACT
- Fifteen 20-min. color lessons:
  - 16mm film—$230 per program
  - videocassette—$130 per program

MEASUREMETRIC
- Twelve 15-min. color lessons:
  - 16mm film—$180 per program
  - videocassette—$110 per program

RIPPLES
- Thirty-six 15-min. color lessons:
  - 16mm film—$180 per program
  - videocassette—$110 per program
- Three 30-min. teacher programs:
  - 16mm film—$150 per program
  - videocassette—$130 per program

SELF INCORPORATED
- Fifteen 15-min. color lessons:
  - 16mm film—$180 per program
  - videocassette—$110 per program

UNIVERSE AND I
- Twenty 20-min. color lessons:
  - 16mm film—$230 per program
  - videocassette—$135 per program

Series available on videocassette

ABOUT SAFETY
- Forty-two 5-min. color lessons:
  - Three programs per videocassette
  - $110 per videocassette

ABOUT SCIENCE
- Forty 5-8-min. color lessons:
  - Three to five programs per videocassette
  - $180 per videocassette

ART FOR THE DAY
- Eighty 3-4-min. color lessons:
  - Eight programs per videocassette
  - $180 per videocassette

COMMON CENTS
- Five 15-min. color lessons:
  - One program per videocassette
  - $110 per program

CREATIVE DRAMATICS
- Nine 20-min. color lessons:
  - One program per videocassette
  - $135 per program
- Nine 30-min. teacher programs:
  - One program per videocassette
  - $180 per program

INTEGRATION OF CHILDREN WITH SPECIAL NEEDS IN A REGULAR CLASSROOM (Lexington Teacher Training Project)
- Ten 20-30-min. color lessons:
  - One program per videocassette
  - $180 per program

LIFE WORLD 2000
- Twelve 15-min. color lessons:
  - One program per videocassette
  - $110 per program

METRIFY OR PETRIFY
- Eight 30-min. color lessons:
  - One program per videocassette
  - $180 per program

RIGHTS AND RESPONSIBILITIES
- Ten 20-min. color lessons:
  - One program per videocassette
  - $135 per program

WHAT'S MY THING?
- Six 6-8-min. B&W lessons:
  - All six programs on one videocassette. $250 per videocassette

NO IMMEDIATE PRICE INCREASES IN RELATED MATERIALS ARE ANTICIPATED BUT BECAUSE THE COSTS OF CERTAIN GOODS AND SERVICES ARE BEYOND AIT'S CONTROL. ALL PRICES ARE SUBJECT TO CHANGE.

ORDERING

- Order all related materials or obtain reprint rights through your regional office.
- All orders should be in writing, and should be submitted either in the form of a purchase order or on the institution's letterhead. Orders totalling less than ten dollars must be accompanied by remittance or institutional purchase order.
- Allow four to six weeks for delivery. Normal surface shipments are prepaid. Special orders and expedited shipments are F.O.B. Bloomington, Indiana.
- AIT publications are not sold on consignment. All purchases are final. Reprint rights for most printed materials can be obtained for a modest fee.

The following should be supplied with an order:

1. Purchase order number, special billing instructions, and name of person to receive billing.
2. Complete shipping address. (P.O. box number is not sufficient.)
3. Name and telephone number of person to receive shipping information.

In recognition of their intellectual and financial participation in consortia that developed BREAD & BUTTERFLIES, THE HEART OF TEACHING, IMAGES AND THINGS, INSIDE/OUT, A MATTER OF FACT, MEASUREMETRIC, RIPPLES, and SELF INCORPORATED, agencies within consortium areas are given discounted prices for print materials, films and videocassettes. These rates are available on request.

Research Publications

These research reports, of particular significance in the field of instructional television, are from AIT and its predecessor organizations, NITL, NCSCT, and NITC. Most were widely distributed. However, some were written for internal documentation and are generally unavailable to a larger audience. Publications may be obtained from AIT and from the Educational Resources Information Center (ED numbers are included). Many out-of-print reports (marked with an asterisk) are available through the ERIC system.

The Evaluation of Instructional Television. NITL, December 1963.*

The Status of Instructional Television. NITL, March 1964*

An Assessment of Instructional Television: 1966-1968. $2.00 per set, .40 each (ED 083 800)
Instructional Television in Art Education
Instructional Television in Music Education
Instructional Television in Foreign Language Education
Television in Health and Physical Education
Television in Language Arts Education
Television in Mathematics Education
Television in Social Studies Education

Television in Higher Education: Social Work Education. NCSCT, 1966. .50 (ED 083 801)

One Week of Educational Television, Number 4. Morse Communication Research Center, Brandeis University and National Center for School and College Television, NCSCT, 1966* (ED 082 529)

Guidelines for Art Instruction Through Television for the Elementary Schools. NCSCT, 1967. $2.00

Television Guidelines for early Childhood Education. NITC, 1969. $2.00 (ED 040 739)

One Week of Educational Television, Number 5. National Education Television and the National Instructional Television Center, NITC, 1969. $2.50 (ED 029 501)

Continuing Public Education Broadcasting. NITC, September 1969. $3.50 (ED 038 042)

"Ready? Set . . . Go!"–A Preliminary Evaluation. NITC, 1969.*

The Analysis of Attention to a "Ripples" Encounter. NITC, 1970.*

Report of "Ripples" Evaluation Activities to the Consortium Members. NITC, July 1970. No Charge.

One Week of Educational Televison, Number 6. National Instructional Television Center and the Corporation for Public Broadcasting, NITC, 1971. $2.50 (ED 050 572)

"Images & Things" Evaluation Report to Consortium Members. NITC, September 1971. No Charge.

Cause & Affect: Summary Report to the Contemporary II. NITC, March 1972.*

The "Inside/Out" Evaluation: The First Five Programs, Parts I and II. Bureau of Public Discussion, Indiana University, July 1972. $5.00 (ED 070 250 and ED 070 251)

"Ripples" Use: A Second-Year Survey. NITC, Fall 1972.*

"Images & Things" Content Analysis. North Texas State University, 1972.*

Research Report: "Inside/Out" Teacher's Guide Survey. NITC, May 1973*

Consortium Agency Utilization and Promotion Activities for "Inside/Out." NITC, Fall 1973.*

Decision-Oriented Research in School Television. AIT, September 1973.* (ED 082 536)

"Ripples": A Third-Year Survey. AIT, December 1973. No Charge.

Research Memo: The Use of the "Inside/Out" Soundsheet. AIT, January 1974.*

Research Memo: Teachers' Opinions of "A Matter of Fact" Program Posters. AIT, August 1974.*

Report on Evaluation Activities of the "Bread & Butterflies" Project. Educational Testing Service and AIT, October 1974. $3.00 (ED 097 921)

Research Memo: Television/Film Series on Essential Learning Skills. AIT, October 1974.*

Preliminary Formative Evaluation Report: "Presidents Perfect." AIT, April 1975.*

Preliminary Formative Evaluation Report: "Trying Times." AIT, August 1975.*

Formative Evaluation of "Self Incorporated" Programs (Research Report Number 30). AIT, January 1976. $5.00 (ED 119 712) Summary. (ED 119 711)

"Inside/Out" Teacher's Guide Survey (Research Report Number 31). February 1976. No Charge.

"Bread & Butterflies" Teacher's Guide Survey (Research Report Number 32) in preparation.

Technical Report: AITGRAF: The AIT Classroom Interaction Analysis Graphing Program (Research Report Number 33.) October 1976. No Charge.

Teachers' Opinions about the Viewer's Guide for The Parent Crunch *from "The Heart of Teaching" Series* (Research Report Number 34). March 1976. No Charge.

Formative Evaluation of "MeasureMetric" Program on Length (Research Report Number 35). May 1976.*

Research on the Format and Style of "The Heart of Teaching" Viewer's Guide (Research Report Number 36). September 1976. No Charge.

"Stories From 'Inside/Out'," Its Availablity and Use (Research Report Number 37). June 1976. No Charge.

A Compilation of Instructional Television Series for Secondary School Use (Research Report Number 38). June 1976. No Charge.

Responses to the Essential Skills Television Project Orientation Program (Research Report Number 39). August 1976.*

An Evaluation of "The Heart of Teaching" Leadership Training Institute (Research Report Number 40). August 1976.*

Responses to the Questionnaire included in "The Essential Skills Television Project: A Working Document" (Research Report Number 41). September, 1976.*

Educational Resources Information Center (ERIC)

The Educational Resources Information Center (ERIC) is a nationwide information network for acquiring and disseminating research and other literature in American education. It consists of a coordinating staff in Washington, D.C., and sixteen clearinghouses located at universities or with professional organizations across the country. Each of these clearinghouses is responsible for a particular educational area. For more information and to order documents write to: Educational Document Reproduction Service, Box 190, Arlington, Virginia 22210. Include the ERIC ED number when ordering if available.

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